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ABSTRACT

This curriculum guide provides a systematic sequence of experiences in the language arts for students in kindergarten trhough the ninth grade. The guide is organized in two main sections: (1) A Continuum of Skills, with divisions on decoding, critical skills in factual material and literature, handwriting, spelling, and grammar; and (2) Child Expectancies and Teaching, which consists of teaching strategy outlines for each grade level from kindergarten through ninth grade. A glossary is included. (JM)

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LANGUAGE ARTS
GUIDE

CS 201 796

SYCAMORE COMMUNITY SCHOOLS

Grades Kindergarten - 9

Fall, 1974

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The Language Arts Curriculu Guide is the result of many hours of dedicated effort by many people. It is vital that the contributions of each be recognized.

Steering Committee

Pat Diebel, Chairman; Carole Schuster, Fred Wernke, Maude Ellison, Kathy Raschiatore, Doris Kaiser, Marilyn Bley, Denise Andrews, Joan Miller, Carol Alexander, Claudine Bennett, Vicki Hirsch, Lorraine Thompson, Lena Durham, Michael Hurst, Marianne Albrinck, William Brammer, Ruth Dillon

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Acknowledgements (continued)

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Media Center Committee

Lena Durham, Catherine Barker, Sallie Berry, Ludmila Sabatiuk, Jo McGee

Writing Committee - 1973

Sara May, Ellie Ungar, Michael Hurst, Denise Andrews, Marilyn Bley, Claudine Bennett, Vicki Hirsch, Carole Schuster, Doris Kaiser

Writing Commitees - 1974

Grammar: - Doris Kaiser, Chairman; Carol Alexander, Vicki Hirsch, Maxine Kistler, Opal Cinnamon

Literature: June Williams, Opal Cinnamon, Linda Laskowski, Laurie Sturn, Claudine Bennett, Denise Andrews, Nancy Dick, Judy Kiener

Decoding: Ruth Dillon, Chairmn; Claudine Bennett, Ruth Wood, Delores Anderson, Marilyn Bley

Spelling: Betty Bartlett, Evelyn Mikulski, Helen Thomas, Doris Kaiser

Information and Critical Skills: Marilyn Bley, Vicki Hirsch, Helen Thomas, Maxine Kistler, Opal Cinnamon

Handwriting: Phyllis Johnston, Audrey Meyer, Claudine Bennett

Proofreading and Revision

Nancy Dick, Michael Hurst, Maxine Kistler, Claudine Bennett, Vicki Hirsch, Marilyn Bley, Audrey Meyer, Opal Cinnamon, June Williams, Lorraine Thompson, Laurie Sturm, Helen Thomas, Evelyn Mikulski, Claudine Bennett, Ruth Wood

Articulation with High School

Jean James, Barbara Sterling, Richard Canter

Special Consultants

Joseph Flege, Robert Hillerich, Rosemary Winkeljohann

Cover

Gayle Marsh

PREFACE

Man's ability to communicate using both sounds and symbols is his greatest gift; it enhances living. In order to utilize this gift to its fullest it must be nurtured. Thus, one of the major functions of education is to provide youth with a variety of experiences in the art of using language.

Understanding the magnitude of the task of delineating those skills which constitute language and which are essential to effective communication, Sycamore teachers have worked two years to develop a language arts program. This guide is a part of that program. The guide is tentative; it is not complete; it probably never will be since the process of curriculum development is ongoing.

The committees which developed this outline encourage your comments. Teacher imput is needed. Use the guide. React to its effectiveness. Ask yourself, "Do my students understand the skills being introduced? Are they more adroit in the use of language as a result of having been exposed to the concepts presented?" Record your reactions; you will be asked to share them with the language arts committee.

The process of developing this language arts program has been our most successful curricular endeavor. All language arts teachers have contributed. The format being used for skill development has also been used successfully in the areas of art, foreign language, industrial arts, and home economics.

Preface (continued)

The ultimate success of this endeavor is in the hands of the teachers who are expected to implement the program. Conscientious use of this resource can provide your students with an ongoing, systematic sequence of language arts experiences. So use the guide as it is intended, and, hopefully, reap the results of a well-organized, well-defined curriculum.

Joseph B. Flege
Assistant Superintendent
Instruction

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This Language Arts Guide is Dedicated

to

Joseph B. Flege, Assistant Superintendent
for Instruction

Sycamore Community Schools

His encouragement, leadership, and support made its design and writing a reality.

His belief in the dedication and skill of the professional staff will make its implementation possible.

Decoding Skills

Preface

Decoding skills are defined as those word-attack skills used to unlock new words.

Decoding skills are not ends in themselves but simply a means to an end. The objective of word-attack skills is to give a child tools through which he can acquire words independently instead of having to be taught each word. After applying word attack skills, a word eventually becomes a part of his sight vocabulary. As a child develops a more extensive sight vocabulary, he increases his ability to comprehend.

The four major aids to word identification (word-attack) are:

1. Phonetic analysis
2. Structural analysis
3. Context clues
4. Dictionary clues

To do an effective job of teaching word analysis skills, it is important for a teacher to know:

1. The specific skills that need to be taught
2. A sequential order in which the skills may be developed
3. Procedures for teaching the skills

The English alphabet contains twenty-six letters that represent more than forty speech sounds. This means that many letters and letter combinations represent a number of different sounds. The inverse of this is also true. One sound is frequently represented by more than one letter or letter combination. The process of associating letter sounds with their symbols and blending these sounds into syllables is called phonetic analysis.

Consonants and vowels blended into syllables and syllables linked into words are the phonetic elements we deal with in the use of our language. Therefore, a knowledge of consonant and vowel sounds and a realistic understanding of how they operate in our language are essential tools in the identification of unknown words.

The basic content of the four major aids to word identification should be introduced at the following levels:

1. Phonetic Analysis - Single consonants are introduced to the average child at the kindergarten level. Consonants will need to be thoroughly reviewed in first grade. All other phonetic analysis skills listed in the skills sequence section should be introduced to most children during first grade. Phonetic analysis skills will need to be reviewed and maintained at each succeeding grade level.
2. Structural Analysis - Structural analysis has to do with the identification of root words, prefixes, suffixes, inflectional endings, compound words, and syllabication. Structural analysis is introduced in first grade and builds to a higher level each succeeding year. Beginning in third grade structural analysis (in combination with phonetic analysis) becomes more important in identifying difficult words. The primary purpose of

structural analysis is to provide the child with a system of clues that will enable him to separate visually long, difficult words into smaller segments that, in turn, can be identified by the application of phonetic analysis.

3. Context Clues - At first grade level, the child must be taught to check the identification of the word he determines through sounding against the meaning of the sentence (context) to see if the word makes sense. This skill is to be built upon at each succeeding grade level. If emphasis on context is maintained, we develop in pupils an attitude of requiring meaning in what is read.

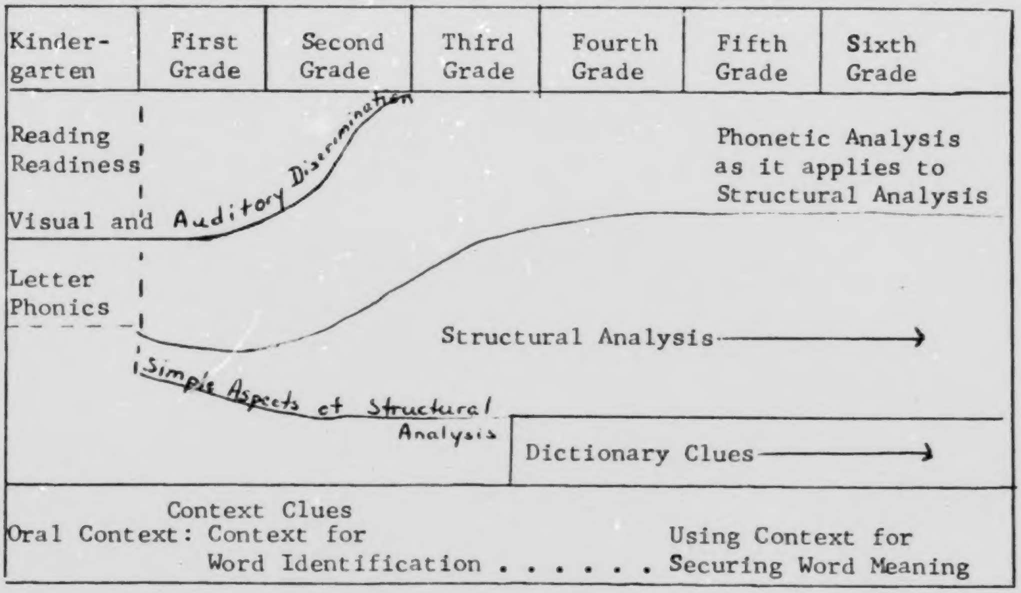
4. Dictionary Clues - The dictionary becomes an aid to word identification as soon as children begin to encounter significant numbers of words that are unfamiliar in both form and meaning. Dictionary clues become an important aid beginning at third grade with the average child. In using a dictionary as an aid to word identification, a pupil compares diacritical marks in the dictionary respelling with the pronunciation key.

There are three stages in developing word attack skills: knowledge, habit, and skill. First, make certain that the child possesses knowledge of the skill through instruction. Word attack skills must be used, and the child must develop the habit of attacking words using his knowledge. Finally, skills must be used in a wide variety of situations until they are mastered.

The success of a child in learning to read depends upon how effectively he learns the essential reading skills presented in the primary grades. There must be a logical, sequential development of these skills. In order to build a firm foundation, skills should be presented when the child is ready for them, reviewed as necessary, and maintained through consistent application.

Decoding skill instruction should not be isolated from reading itself as children need direct application in the reading process. We must not lose sight of the real goals - to help children read for meaning and enjoyment.

Systematic Sequence in Word Analysis Skills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Interrelationship of
Word Analysis Skills

Since various facets of word analysis skills are interrelated, they are not taught separately. They should be developed simultaneously and carefully integrated. The emphasis placed on each of the four major aids to word identification varies at different levels.

Phonetic analysis receives a major share of attention particularly during first and second grades. Structural analysis assumes an increasingly important role at the third grade level because most new words are polysyllabic. However, phonetic analysis is not abandoned. It is integrated with structural analysis.

Context clues should be taught at all stages of reading instruction. The emphasis changes. At the reading readiness stage, a child is made aware of the importance of context in determining word meaning. To achieve this, he is taught to supply missing words in oral context. As phonetic and structural skills are being taught, emphasis is placed on using context to check the decoding of the word, and later to determine or refine word meaning.

Decoding Skills

Preface to Pre-reading Skills

Before formal reading instruction begins, it is generally accepted that a child must have an adequate development of certain pre-reading skills essential to the recognition and retention of printed word forms. Among the most important of these readiness skills are:

1. Perceptive skills: visual and auditory
2. Adequate language development
3. Kinesthetic skills

These are developmental abilities but that does not mean that reading instruction must wait until they appear as a result of maturity. They can be taught and should be an integral part of the instructional program.

Pre-reading Decoding Skills

Oral Language Development

Child:

- -understands words (receptive vocabulary)
- -communicates verbally (peers → group → teacher)
- -speaks in sentences
- -describes pictures
- -sequences ideas verbally
- -dictates sentences and stories (about pictures → experience charts)
- -uses oral context clues for missing words

Perceptive Skills: Visual

Visual Discrimination

Child:

- -identifies "likes" (objects → pictures → symbols → words) by shape, position and size
- -identifies "differences" (objects → pictures → symbols → words) by shape, position, and size
- -matches pictures, shapes, and patterns
- -notes details in pictures
- -identifies missing details (objects, pictures, symbols, words)

Visual Association

Child:

- -associates (objects → pictures → symbols → words)

Visual Classification

Child:

- -classifies (objects → pictures → symbols → words)

Visual Sequential Memory

Child arranges in order:

- -objects, pictures, symbols (size, color, weight)

Visual Memory - Visual-Motor Memory

Child:

- -reproduces patterns (pegboards, parquetry → templates → letters → words)
- -names letters of alphabet (upper case, lower case)
- -matches pictures to given initial consonant sounds
- -recognizes name

Development of Directionality

Child develops concept of:

- -left to right progression
- -top to bottom progression
- -before and after
- -above, below, and on

Perceptive Skills: Auditory

Development of Sound Awareness

Child:

- -recognizes environmental sounds (soft, loud)
- -discriminates environmental sounds (soft and loud, high and low, near and far)
- -indicates order of environmental sounds

Auditory Association

Child:

-understands verbal opposites

-supplies missing word for sentence completion

-sorts items from his environment according to relationships e.g., socks to shoes, lid to pan

Auditory Discrimination

Child:

-discriminates sounds: at beginning of word
at end of word
in middle of word

-hears rhyming elements: words
phrases

Auditory Sequential Memory

Child:

-retains and recalls in order general auditory information

-repeats sequential patterns (clapping → numbers → letters → sounds → words)

-reproduces most consonant sounds correctly

-reproduces two and three syllable words he has heard pronounced

Auditory-Visual Association

Child:

-selects and names pictures of objects that begin with a certain sound

-associates sound to symbol

Kinesthetic Skills (Tactile)

Child:

-identifies, matches and discriminates object → shapes → symbols by touching and feeling

a. tactile awareness (textures → shapes → symbols)
b. tactile matching and discrimination
    identifies "likes" (objects → shapes → symbols)
    identifies "differences" (objects → shapes → symbols)

Pre-reading Decoding Definitions

(for teacher reference)

Perception: defined as the unified awareness derived from sensory processes when a stimulus is present (an awareness through the senses)

1. Oral Language Development: the ability to understand words/the ability to express oneself verbally.

2. Perceptive Skills: Visual

Visual Discrimination: the ability to visually differentiate the forms and symbols in one's environment.

Visual Association: the ability to understand non-categorical relationships between pictures of objects or experiences presented visually - (ex. - pen goes with pencil - not with bucket)

Visual Classification: the ability to understand categorical relationships between objects or experiences presented visually - (ex. - airplane goes with car rather than with tree)

Visual Sequential Memory: the ability to recall in correct sequence and detail prior visual information

Visual Memory - Visual-Motor Memory: the ability to recall and to reproduce prior visual and motor experiences

Development of Directionality: the ability to know right from left, up from down, forward from backward and directional orientation.

3. Perceptive Skills: Auditory

Development of Sound Awareness: the ability to receive and differentiate auditory stimuli

Auditory Association: the ability to relate sound to a sound (phonemes).

Auditory Discrimination: the ability of the learner to discern likenesses and differences between sounds

Auditory Sequential Memory: the ability to retain and recall general auditory information in correct sequence

4. Auditory-Visual Association: the ability to identify a sound with its corresponding symbol

5. Kinesthetic Skills (Tactile): the ability to identify and match objects by touching and feeling

Outline of Terminology for
Phonetic Elements

I. Consonants

A. Single Consonants: All of the alphabet except a, e, i, o, u

B. Consonant Digraphs: A single consonant sound with double spelling

1. Basic Digraphs:

ch as in church
sh as in ship
wh as in whale
th (unvoiced) as in thimble
th (voiced) as in that
-ng as in ring
-nk as in bank
si (zh) as in television

2. Other Digraphs:

cl as in clock
ph as in phone
gh as in ghost
wr as in wrench
kn as in knife
mn as in autumn
gn as in gnaw
mb as in lamb

C. Blends: Two or more letters whose sounds flow into one another in speech

1. "l" blends: bl, gl, pl, cl, fl

2. "r" blends: br, cr, dr, gr, fr, pr, tr

3. "s" blends: st, sm, sn, sk, sw, sp, sc, sl, squ, shr, str, scr

4. Final Blends: -nd, -ld, -nt

5. Other Blends: tw, dw, thr

D. Variant Consonant Sounds

soft c - ci as in city
ce as in race
cy as in fancy
soft g - ge as in huge
dge as in edge
gi as in giant
gy as in gym
ti - (sh) as in tion
ci - (sh) as in special
s - (z) as in rose
ch - (k) as in Christmas
ch - (sh) as in Chicago
su - (sh) as in sure
tu - (ch) as in picture
x - (z) as in xylophone
x - (gz) as in exit
gh - (f) as in laugh

II. Vowels (see rules at the end of this section)

A. Short Vowels: (single vowels) a, e, i, o, u and sometimes y and w

a as in cat
e as in pet
i as in pig
o as in top
u as in bus

B. Long Vowel Patterns: Magic e, silent e, or final e

a-e as in cake
e-e as in Pete
i-e as in bike
o-e as in rose
u-e as in mule

C. Vowel Digraphs: a single vowel sound with double spelling

1. Regular digraphs: the first vowel is always long, the second silent

ai as in rain
ay as in play
ea as in eat
ee as in see
ei as in ceiling
ie as in pie
oa as in boat
oe as in toe
oo as in door
ou as in soul
ow as in snow
ue as in cue
ui as in suit

2. Irregular digraphs: the first sound is not long

a. First vowel is heard but it is NOT the long sound:

haul head too

lawn cough soup

b. Second vowel is heard:

steak (ā) shield (e) few (ū)

rough (ŭ) could (ŭ)

c. Neither vowel is heard:

veil (ā) true (o͞o) earn (ur)

they (ā) flew (o͞o) took (o͝o)

D. Diphthongs (vowel blends): a double vowel sound with double spelling

1. Plain:

ou as in cloud
ow as in owl
oi as in oil
oy as in boy

2. Murmur:

ar as in car
or as in horse
er as in fern
ir as in bird
ur as in fur

Vowel Rules

for Teacher Reference

1. When there is only one vowel in a word or syllable and the vowel comes between two consonants, the vowel is usually short. (not)
2. When there is only one vowel in a word or syllable and the vowel comes at the beginning of the word, the vowel is usually short. (on)
3. When there are two vowels in a word or syllable, the first vowel is usually long and the second is silent. (note, oak)
4. When there is only one vowel in a word or syllable and the vowel comes at the end, the vowel is usually long. (no)
5. When a is followed by u, w, r, ll, and lt in the same syllable, it often has the Italian a sound, ä. (salt)
6. When y comes at the end of a two or more syllable word, y has the sound of long e if the y is unaccented. (puppy)
7. When y comes at the end of a two or more syllable word, y has the sound of long i if the y syllable is accented. (reply)
8. When words end with the suffix ing, ed, er, the first vowel is usually short if it comes before two consonants. (getting)
9. When words end with the suffix ing, ed, or er, the first vowel is usually long if it comes before a single consonant. (riding)

Outline of Terminology for Structural Analysis

Structural Analysis is the means by which a reader identifies units in words, including syllables, and sees relationships between root words and inflected or derived forms of these root words.

I. Root Word (base word): a simple word that includes no additions.

friend	play

A. Plural: a word denoting more than one

1. Adding s to root word

boy	boys

2. Adding es to root word

fox	foxes

3. Changing y to i, adding es

baby	babies

4. Changing f to v, adding es

half	halves

B. Prefix: a unit added at the beginning of a root word.

1. Frequently occuring prefixes:

an, con, de, dis, ex, in, il, ir, en re, com,
un, im, pro, ob, per, e, pre, ac, ad, em, up,
be, ab, sur, ap, of, under, sub, trans, sup,
a, pur, oc, for, fore, extra, af, tri, post, retro

2. Prefixes to be taught:

Meaning Units	Visual Units
anti. (against)	a-
circum. (around)	ab-
dis (opposite of; apart)	ante-
ex (out of; former)	com, con, col-
im (not)	contra-
in (in; into)	de-
in (not)	inter-
intra-, intro (inside)	per-
mal- (bad)	peri-

2. Prefixes to be taught (cont.)

Meaning Units	Visual Units
mis- (wrong)	post-
non-(not; the reverse)	super-
out-(more than; beyond)	trans-
over- (too much)	be-
pre- (before)	en-
pro- (in front of)	
re- (again; back)	
sub- (under)	
under- (below; not enough)	
un- (not; opposite of)	

Prefixes in the visual units list can be recognized instantly as sight syllables, but without particular reference to meaning. Previxes in the meaning units list are those whose meanings as well as their recognition need to be taught.

C. Suffix: a unit added at the end of a root word.

1. Frequently occurring suffixes:

tion, ate, er, al, ic, ous, y, ious, ure, ive, ant, ent, or, ish, ment, ice, age, ise, ize, sion, ance, ary, ful, ist, ible, able, ine, less, ly, ry, ty, ar, cy, en, fy, ial, let, eous, ion, ium, ling, ory, eal, ian, fic, hood, id, ite, some, tude, ward

2. Suffixes as clues to meaning:

Often the most reliable clue to meanings of suffixes comes through an awareness of their grammatical function: y in icy tells that the word describes.

D. Possessives: a unit added at the end of a root word to denote ownership.

1. Adding 's to show possession

boy	boy's

2. Adding ' to show possession

girls	girls'

E. Inflectional endings: a unit of meaning that may be added to a root word.

1. Adding s to root word

play	plays

2. Adding ed to root word

play	played

3. Adding ing to root word

play	playing

4. Adding er to root word

play	player
big	bigger

5. Adding est to root word

big	biggest

6. Adding es to root word

rush	rushes

II. Compound Words: a word made up of two or more simple words.

moonlight
playhouse

(The teaching of compound words should be done in two stages. The first level in primary grades, involves visual recognition of compounds with simple meanings. The second level is primarily concerned with relying on the context to understand the subtle meaning of the compound.)

III. Contractions: a word, syllable, or word group shortened by omitting one or more letters or sounds and inserting an apostrophe.

A. Simple contractions: one letter or sound omitted.

had not - hadn't
has not - hasn't
are not - aren't
did not - didn't
have not - haven't
is not - isn't
were not - weren't
was not - wasn't
does not - doesn't

B. Complex contractions: more than one letter or sound has been omitted.

cannot - can't
I would - I'd
I will - I'll
we will - we'll

IV. Syllables: a part of a word spoken as a unit, containing one vowel sound.

(The purpose of teaching syllabication is to help the reader identify unfamiliar words by breaking them into smaller units. These syllables are blended together to give the pronunciation of the word.)

1. A word containing one vowel SOUND is never divided.

fat fact fame curl

2. A compound word is divided between the two simple words.

up-set in-to sun-beam bath-room

3. If a word has a prefix, it is divided between the prefix and the root.

mis-take un-loose ex-cel ad-mit

4. If a word has a suffix, it is divided between the root and the suffix.

plant-ed end-ed sing-ing high-ness

EXCEPTION: the suffix ed makes a ONE syllable word after every consonant except t and d.

missed helped smelled lacked cashed

5. If there is ONE consonant between TWO vowels, the word is usually divided after the consonant if the first vowel sound is short. It is called a CLOSED SYLLABLE.

rob-in com-ics grav-el pol-ish

6. If there is ONE consonant between TWO vowels, the word is usually divided after the first vowel if the vowel sound is long. It is called an OPEN SYLLABLE.

la-bor mu-sic pho-to Po-lish

7. If TWO or more consonants come between TWO vowels, the word is usually divided between the FIRST two consonants.

let-ter cof-fee splen-did hun-gry

EXCEPTIONS: blends and strong digraphs are not separated. The strong consonant digraphs are sh, ch, ck, wh, th.

se-cret gath-er punch-es pro-gram

8. If a vowel is sounded alone in a word, it makes a syllable by itself.

a-go o-bey mon-u-ment pi-a-no vi-o-let

9. If two vowels are together in a word but are sounded separately, the word is divided between the two vowels.

di-et fu-el ra-di-o cre-ate

10. If a word ends in le preceded by a consonant, the word is usually divided before the consonant.

tum-ble twin-kle tin-gle ri-fle

EXCEPTION: The strong digraph ck is NEVER divided

tack-le trick-le knuck-le

Outline of Terminology for Additional Decoding Skills

I. Context Clues: a combination of sound and sentence meaning clues used to decode unknown words in a sentence.

II. Dictionary Clues: the use of phonetic spelling and diacritical markings to decode an unknown word.

- A. Alphabetical order
- B. Diacritical markings:
    1. Macron - for long vowels (ā)
    2. Breve - for short vowels (ă)
    3. Schwa - for soft unstressed vowels ($\overset{\circ}{a}$, $\overset{ə}{a}$)
    4. Accent marking (') - to show stressed syllable

Sight Words

Preface

Research has proved that many of our words are phonetic and it is most necessary that children be given every help possible in learning to decode the phonetic way.

The English language is comprised of some words that are not phonetic and do not lend themselves to any type of regular analysis; some of them do not fit into any particular language patterns. We must rely almost wholly on memorization of such words.

Sight words are essentially words which a child should know by sight, and not ones on which he must use word attack skills.

In order to learn to recognize words by the sight method, children use word form clues which include: (without reference to the sounds of letters) length, shape and size of word. Strength in visual memory skills needs to be developed in order for children to recognize words by sight.

Word recognition practice by simple look-say methods is self-defeating unless it is accompanied by methods that place emphasis on meaning.

The following lists of sight words are included in this section:

1. Dolch List (by levels)
    a. It is anticipated that the child in mid-third grade will have mastered the Dolch Basic 220 Word List.
    b. An asterisk indicates the most frequently missed words.
2. Service Words (words that are necessary to follow directions).
3. Thorndike-Lorge-Rinsland Word List.

4. Exceptions to vowel patterns which must be taught by sight.

It is recommended that the word lists be used as a check list and/or reference - not a teaching tool.

Service Words

first
next
last
below
above
beginning
middle
select
make
right
classify
illustrate
prefix
accent
supply
response
glossary

choose
follow
across
find
complete
use
underline
read
answer
opposite
work
ending
suffix
consonant
identify
copy
contents

mark
check
cross out
boxes
fill in
which
put
word
same
meaning
finish
compound
vowel
letters
trace
item

picture words
sentences
question
blank
puzzle
phrases
in order
alike
correct
group
prove
paragraph
syllable
strong
carefully
outline
direction

start
circle
draw
color
ring
match
rhyming
different
write
sort
sequence
root
contraction
weak
number
dictionary
arrow

Dolch Sight Word List

	PP I	PP II	PP III	P	1^2
1.	and	*at	all	an	*gave
2.	are	away	*am	after	*that
3.	can	big	around	*as	*made
4.	*come	blue	black	be	with
5.	funny	down	but	brown	*know
6.	*go	for	by	*cold	may
7.	he	good	call	did	*now
8.	*is	green	*come	fly	then
9.	*jump	*have	*do	from	find
10.	like	here	sat	*give	*when
11.	little	*in	*fast	going	*what
12.	look	me	*get	*had	*has
13.	my	*it	going	help	over
14.	of	not	into	him	*were
15.	play	*on	*make	her	live
16.	red	one	*no	*his	got
17.	*run	*ran	old	*if	they
18.	said	*saw	*out	its	*went
19.	*see	*three	was	round	many
20.	the	too	who	so	walk
21.	*this	we	she	soon	*them
22.	to	will	some	ten	let
23.	up	yellow	stop	under	new
24.	*you	yes	two	*your	put

	2^1	2^2	3^1	3^2
1.	*us	*think	pretty	seven
2.	how	because	drink	clean
3.	*does	show	kind	warm
4.	*ate	must	shall	four
5.	once	*done	grow	laugh
6.	upon	very	myself	eight
7.	found	small	why	hurt
8.	again	*which	hold	better
9.	about	open	read	five
10.	there	*these	buy	together
11.	long	every	try	best
12.	*want	*where	*just	write
13.	*first	sit	use	far
14.	any	their	fall	white
15.	tell	*goes	today	sleep
16.	with	bring	keep	both
17.	*or	pull	own	sing
18.	could	before	well	cut
19.	say	those	six	wash
20.	ask	much	draw	full
21.	*our	only	please	start
22.	would	work	hot	right
23.	take	been	off	thank
24.	always	never	pick	light

Dolch's Basic Sight Word List of Nouns

1. apple
2. picture
3. father
4. brother
5. duck
6. home
7. night
8. girl
9. coat
10. hill
11. house
12. bread
13. boy
14. window
15. school
16. grass
17. garden
18. lady
19. chicken
20. desk
21. sister
22. hat
23. horse
24. water
25. cat
26. fly
27. barn
28. man
29. tree
30. box
31. car
32. truck
33. mother
34. cow
35. farm
36. baby
37. men
38. pig
39. table
40. milk
41. meat
42. doll
43. bird
44. street
45. ball
46. rabbit
47. cake
48. boat
49. dog
50. children
51. sheep
52. book
53. door
54. day
55. woman
56. meat
57. chair

Thorndike-Lorge-Rinsland Word List

Instant Words - First Hundred

	Group 1	Group 2	Group 3	Group 4
1.	the	he	go	who
2.	a	I	see	an
3.	is	they	then	their
4.	you	one	us	she
5.	to	good	no	new
6.	and	me	him	said
7.	we	about	by	did
8.	that	had	was	boy
9.	in	if	come	three
10.	not	some	get	down
11.	for	up	or	work
12.	at	her	two	put
13.	with	do	man	were
14.	it	when	little	before
15.	on	so	has	just
16.	can	my	them	long
17.	will	very	how	here
18.	are	all	like	other
19.	of	would	our	old
20.	this	any	what	take
21.	your	been	know	eat
22.	as	out	make	again
23.	but	there	which	give
24.	be	from	much	after
25.	have	day	his	many

Instant Words - Second Hundred

	Group 5	Group 6	Group 7	Group 8
1.	saw	big	may	ran
2.	home	where	let	five
3.	soon	am	use	read
4.	stand	ball	these	over
5.	box	morning	right	such
6.	upon	live	present	way
7.	first	four	tell	too
8.	came	last	next	shall
9.	girl	color	please	own
10.	house	away	leave	most
11.	find	red	hand	sure
12.	because	friend	more	thing
13.	made	pretty	why	only
14.	could	eat	better	near
15.	book	want	under	than

16.	look	year	while	open
17.	mother	white	should	kind
18.	run	got	never	must
19.	school	play	each	high
20.	people	found	best	far
21.	night	left	another	both
22.	into	men	seem	end
23.	say	bring	tree	also
24.	think	wish	name	until
25.	back	black	dear	call

Instant Words - Third Hundred

	Group 9	Group 10	Group 11	Group 12
1.	ask	hat	off	fire
2.	small	car	sister	ten
3.	yellow	write	happy	order
4.	show	try	once	part
5.	goes	myself	didn't	early
6.	clean	longer	set	fat
7.	buy	those	round	third
8.	thank	hold	dress	same
9.	sleep	full	fall	love
10.	letter	carry	wash	hear
11.	jump	eight	start	yesterday
12.	help	sing	always	eyes
13.	fly	warm	anything	door
14.	don't	sit	around	clothes
15.	fast	dog	close	though
16.	cold	ride	walk	o'clock
17.	today	hot	money	second
18.	does	grow	turn	water
19.	face	cut	might	town
20.	green	seven	hard	took
21.	every	woman	along	pair
22.	brown	funny	bed	now
23.	coat	yes	line	keep
24.	six	ate	sat	head
25.	gave	stop	hope	food

Instant Words - Fourth Hundred

	Group 13	Group 14	Group 15	Group 16
1.	told	time	word	wear
2.	Miss	yet	almost	Mr.
3.	father	true	thought	side
4.	children	above	send	poor
5.	land	still	receive	lost

6.	interest	meet	pay	outside
7.	government	since	nothing	wind
8.	feet	number	need	Mrs.
9.	garden	state	mean	learn
10.	done	matter	late	held
11.	country	line	half	front
12.	different	remember	fight	built
13.	bad	large	enough	family
14.	across	few	feel	began
15.	yard	hit	during	air
16.	winter	cover	gone	young
17.	table	window	hundred	ago
18.	story	even	week	world
19.	sometimes	city	between	airplane
20.	I'm	together	charge	without
21.	tried	sun	being	kill
22.	horse	life	care	ready
23.	something	street	answer	stay
24.	brought	party	course	won't
25.	shoes	suit	against	paper

Instant Words - Fifth Hundred

	Group 17	Group 18	Group 19	Group 20
1.	hour	grade	egg	spell
2.	glad	brother	ground	beautiful
3.	follow	remain	afternoon	sick
4.	company	milk	feed	became
5.	believe	several	boat	cry
6.	begin	war	plan	finish
7.	mind	able	question	catch
8.	pass	charge	fish	floor
9.	reach	either	return	stick
10.	month	less	air	great
11.	point	train	fell	guess
12.	rest	cost	fill	bridge
13.	sent	evening	wood	church
14.	talk	note	add	lady
15.	went	past	ice	tomorrow
16.	bank	room	chair	snow
17.	ship	flew	watch	whom
18.	business	office	alone	women
19.	whole	cow	low	among
20.	short	visit	arm	road
21.	certain	wait	dinner	farm
22.	fair	teacher	hair	cousin
23.	reason	spring	service	bread
24.	summer	picture	class	wrong
25.	fill	bird	quite	age

Instant Words - Sixth Hundred

	Group 21	Group 22	Group 23	Group 24
1.	become	herself	demand	aunt
2.	body	idea	however	system
3.	chance	stop	figure	lie
4.	act	river	case	cause
5.	die	smile	increase	marry
6.	real	son	enjoy	possible
7.	speak	bat	rather	supply
8.	already	fact	sound	thousand
9.	doctor	sort	eleven	pen
10.	step	king	music	condition
11.	itself	dark	human	perhaps
12.	nine	themselves	court	produce
13.	baby	whose	force	twelve
14.	minute	study	plant	rode
15.	ring	tear	suppose	uncle
16.	wrote	move	law	labor
17.	happen	stood	husband	public
18.	appear	himself	moment	consider
19.	heart	strong	person	thus
20.	swim	knew	result	least
21.	felt	often	continue	power
22.	fourth	toward	price	mark
23.	I'll	wonder	serve	president
24.	kept	twenty	national	voice
25.	wall	important	wife	whether

Exceptions to Vowel Patterns

(Must be taught by sight)

Irregular Digraphs

ŏ

cough
tough
ought
thought
brought
sought
fought
bought

ŭ

double
trouble
touch
country
young
southern
couple
famous

o͞o

soup
group
you
youth
wound
through

o͝o

could
would
should
your
yours
tour
tourist

our - ur

courage
flourish
nourish
scourge
courtesy
courteous
journey
journal

ei=ā

veil
rein
skein
feign
vein
they
obey

eigh=ā

eight
weigh
sleigh
neighbor
eighty
freight
weight

ĕ ~~a~~

read
lead
tear
wealth
dead

~~e~~ ā

break
great
steak

ear=ur

earn
earth
heard
learn
search

ear=a̋r

heart
hearth

~~i~~ē

thief
chief
grief
field

ei=â

heir
their

Critical Skills in

Factual Material and Literature

As children grow in their appreciation of literature, in their ability to deal with information, and in their use of appropriate study skills, the base on which they must build is an increasingly firm grasp of critical reading and thinking skills. For this reason, this section of the Curriculum Guide, which is devoted to Factual Material and Literature, is prefaced by a specific analysis of critical skills. They include:

A. Literal Meaning and Specific Facts

B. Sequence

C. Main Idea

D. Cause and Effect

E. Comparison and Contrast

F. Classification and Categorization

G. Generalizations and Conclusions

H. Inference

I. Vocabulary Development and Literal Meaning

Critical Skills

These are the thinking skills which have application in comprehenhension of both factual and fictional material. As a general rule, they must be developed through discussion and concrete experiences, applied in printed or visual (film-strip, etc.) material with careful teacher supervision, and finally designated as a child expectancy for independent work in listening, speaking, reading, and writing.

It is important that all teachers contribute to refinement of this scope and sequence. It is included in the Language Arts Guide as a working draft, with the certainty that many revisions will be needed after teachers have used it with children.

In order that there may be a general understanding of terminology, statements of goals for each category follow:

A. Literal Meaning and Specific Facts

Factual Material

Gradually children must learn to discriminate between provable factual statements as opposed to opinions, generalizations, and inferences which may be presented as factual statements. As teachers help children accept differences of opinion and develop their ability to identify generalizations and inferences stated as facts, they may be fulfilling a major goal of education.

Literature

The section marked "Literal Meaning" provides the specific implementation in the area of literature. In addition to determining 'facts', the child must be taught to paraphrase, interpret figures of speech, colloquialisms, idioms, and dialect in order to arrive at literal meaning. The factual base for biography, historical fiction, and autobiography should be stressed when these fictional forms are being studied.

B. Sequence

Factual Material

A young child must learn to follow directions in sequence and, in essence, to remember in inverse order. What is heard or read last is generally first in recall. On a higher level, there is obvious application in the areas of mathematics and science, where process is so frequently sequential. There is inherent application in the social sciences whenever time-order has significance. It is important that teachers help children differentiate between sequence and cause/effect.

Literature

Sequence becomes plot at some time in the continuum. At the primary level, teachers will be dealing with sequence of events. Sometime in the intermediate years, the effect of characters and setting will become an integral part of instruction. At that time, sequence of events becomes plot and will be an important element in the study of literature throughout the secondary level.

C. Main Idea

Factual Material

It is most important that teachers contribute to clarification of techniques which enable children to identify or formulate main ideas. If a child is to take notes, make an outline, write a paper, or study effectively for a test, he must be able to identify main ideas. Before he can write a paragraph, prepare a speech, or be a discerning listener, he must be able to differentiate between main ideas and subordinate information. It is most important that teachers instruct in this technique, using factual material — (non-fiction)

Literature

Primary teachers have been accustomed to using the term "main idea". The term is used in manuals, reading textbooks, and workbook pages. In these contexts it is a general term used to designate the most important event in a story, what happened to a character that seemed significant, or a prevailing mood elicited by the story. Much of the time main idea and title of a story are used synonymously. This is frequently true in comprehension sections of standardized tests. To avoid confusion primary teachers are asked to avoid the term "main idea". Instead, use questions directed toward specific information concerning plot, setting, or mood.

At the intermediate level the term "main idea" is used in a completely different context. It is used to designate the generalization, summary statement, or conclusion resulting from a group of details or facts. This change in connotation can be a source of confusion for a child, especially since it is an abstract and difficult concept. It is for this reason that primary teachers are urged to avoid use of the term, "main idea", when they are working with children in comprehension of fictional material. The main idea of a story is really its theme, a concept so difficult for children that instruction in its identification is being delayed until senior high school.

D. Cause and Effect

Factual Material

The application of this skill is obvious in the content areas such as science and social science. It is also susceptible to early instruction on the concrete level in science through experiments. The teacher's role is to establish clarity of cause and effect. This is the second area that Piaget defines as inherent to learning — the ability to see relationships.

Literature

As children anticipate the next event in a story or as they suggest what may have caused a particular event, they are building concepts which will be developed on a more sophisticated level in the secondary grades. The element of relationship is the key to differentiation between sequence and cause/effect.

E. Comparison and Contrast

Factual Material

Analogies and synonym-antonym instruction are important. At a higher level, comparison of information from a variety of resouces and analysis of the facts presented by different authors will be important skills for instruction.

Literature

Children will compare types of fiction (historical-adventure). Later children will compare form, authors' styles, and purposes.

F. Classification and Organization

Factual Material

Piaget suggests that intellectual development is dependent upon the ability to categorize information. Primary teachers use classification activities with concrete materials. At a higher level children learn to categorize in science (phyla), in social science (cultural traits), and similarly in all content areas. Basically the ability to establish a main idea depends to a large extent upon classification of facts into categories, then constructing a statement that summarizes.

Literature

Groups of words and types of books are classified at the elementary level. This skill becomes increasingly important at a higher level when children are working with such abstractions as genre and criteria for classification of poetry.

G. Generalization and Conclusions

Factual Material

Teachers will guide children through a process of collecting facts and establishing a generalization or conclusion.

It is enough to work with children so that they will be aware of the process without expecting competence in this area.

Literature

Because of the simplicity of the literature studied, there is no application at this level.

H. Inference

Factual Material

Children will differentiate between a stated fact and information that is inferred. This will demand consistent instruction, identifying direct statements, and differentiating these from suggested fact. Continuing development of the concept is very important.

Literature

Much of the instruction in characterization is closely related to inference skills. Gradually children will learn to determine traits of characters when they are not directly stated by the author.

I. Vocabulary Development

Factual Material

There are four distinct skills that are vitally important in this area: handling an increasingly broad and sophisticated vocabulary, paraphrasing, using technical vocabulary, and establishing relationships between key words.

1. Children are constantly adding to their understanding of words and their ability to discern varied meanings of a single word. Through discussion, context clues, dictionary,

and glossary skills, children should be building vocabulary each year.

2. Recent research indicates that the ability to paraphrase is an important skill related to vocabulary development. In the primary grades there is much emphasis on "saying it in your own words". This should be continued and emphasized at higher grade levels.
3. As instruction in the content areas receives a greater proportion of the school day, the importance of a child's ability to handle the technical vocabulary is obvious. Before the Language Arts Guide can be effectively implemented, much work will be needed in procedures for teaching technical vocabulary.
4. Relationships between key words are vital to the understanding of factual material. Techniques such as the structured overview have been devised to teach these relationships. Staff members will need to determine appropriate procedures.

Literature

There is a particulare awareness at the high school level that there is need for improvement in vocabulary instruction. Units in etymology, starting at the intermediate level, will be one approach. Other approaches, in addition to wide reading in literature, will need to be developed.

Continuum of Critical Skills Applied to Factual Material

Literal Meaning and Specific Facts

Kindergarten

Child:

- names objects accurately in his environment
- uses all senses to make observations about items in his environment
- contributes facts or thinking when given an item, situation, or idea

First Grade

Child:

- begins to locate and read aloud a sentence within a limited passage which answers a teacher's question requiring a specific factual answer
- contributes to a discussion involving recall of factual information after listening to or viewing factual material
- suggests relevant factual statements that corroborate a statement or answer a specific question based on observation or experiences

Second Grade

Child:

- locates and reads aloud a sentence which answers question demanding factual answer
- formulates questions which will be answered in material to be read/viewed/heard — with teacher direction
- notes significant details in material he has read, heard, or viewed

Factual Material
Literal Meaning

Third Grade

Child:

- -locates, within a short passage, specific information which answers a question or verifies a statement
- -participates with group in listing facts relevant to a topic
- -begins to develop criteria for differentiating between factual and fictional material — much teacher direction
- -uses "who", "when", "where", "which", "how", and "why" words to determine specific facts he may consider important
- -thinks of one question which might be answered by reading the passage after reading title or heading of passage
- -begins to organize facts into broad categories

Fourth Grade

Child:

- -determines if a selection is fact or fiction by using criteria established in group discussion to justify his choice
- -selects direct statements of fact that relate to a topic (identification of direct statements) when given a reading passage
- -defines problem for which he needs pertinent information or the question needing a factual answer — much teacher direction

Fifth Grade

Child:

- -determines if a selection is fact or fiction, stating criteria he used to make his decision
- -discriminates between direct and indirect statements
- -locates pertinent information on a topic in a given factual passage
- -gives definitive answers to factual questions, omitting irrelevant details

-identifies what is known about a given topic in order to establish purpose for further reading — through group discussion

Sixth Grade

Child:

-tabulates related direct statements (specific facts) which may be used as a basis for a general statement — working in a small group

-distinguishes between factual statements and opinions

-participates in determining which facts are most important in a passage

-identifies what is known about a given topic in order to establish purpose for further reading — through group discussion

-gives definitive answers to factual questions, omitting irrelevant details.

Seventh Grade

Child:

-lists facts from a factual passage that support a main idea

-decides which facts are essential to a topic — with teacher direction

-formulates questions which will elicit important facts — with teacher direction

-differentiates between a generalization and a stated fact

Eighth Grade

Child:

-determines facts or evidence needed to support a generalization or main idea

-keeps supporting details in proper sequence when sequence is important to events or processes, in a selection of moderate complexity

Factual Material
Literal Meaning

- -locates supporting factual evidence when given a main idea
- -identifies main idea and supporting facts in a paragraph
- -organizes facts and main ideas into outline form as preparation for writing/speaking — with teacher guidance
- -suggests a logical conclusion or generalization when given evidence
- -states a conclusion and/or generalization as a hypothesis and suggests appropriate references and/or processes by which to develop supporting evidence — with teacher direction
- -relates his ideas (inferences or opinions) to stated facts
- -participates in group identification of information on which author's conclusions are based

Sequence

Kindergarten

Child:

- recalls sequence of events from his own experience
- follows one or two simple oral directions
- uses sequence clue words to indicate understanding of time order (after that, and then, before, etc.)

First Grade

Child:

- contributes to discussion concerning what was first, next, and last, after reading a short passage silently
- follows two or three simple oral directions, in sequence
- places sequential pictures in appropriate order and explains reasoning
- determines logical order and explains reasoning when given informational topic that has inherent sequence — i.e., planting seeds, getting ready for school

Second Grade

Child:

- contributes to discussion concerning what was first, next, and last after reading a short passage silently
- recalls a short sequence of events or series of steps when order is necessary for understanding
- follows two or three-step written/oral directions when correct order is necessary to accomplishing a task

Third Grade

Child:

- recalls what was first, next, and last, after reading a short passage silently

-follows written/oral directions when correct order is necessary to accomplishing a task

-determines whether sequence is important to a specific event or process — through class discussion

Fourth Grade

Child:

-places in logical sequence a series of statements based on a written passage and in random order

-functions in small group following multi-stepped sequence, such as science experiment

-begins to determine if paragraph is organized in sequential pattern — in discussion situation

-gives simple written/oral directions when correct order is necessary to accomplishing a task

-determines if sequence is important to a specific event or process — through class discussion

Fifth Grade

Child:

-follows multi-stepped written sequential instructions — in small group

-determines if sequence is important to a specific event or process

-gives simple written/oral directions when correct order is necessary to accomplishing a task

-reads a time line

-identifies a paragraph written in sequential order

Sixth Grade

Child:

-follows multi-stepped written sequential instructions — independently

- follows oral/written directions in longer term planning (field trip, short unit, project, etc.)
- orders events or processes after reading a paragraph or short passage in which statements are not in sequential order — independently
- broadens understanding of sequence to include events over a period of years
- places items on a time line
- identifies a paragraph written in sequential order

Seventh Grade

Child:

- follows multi-stepped written sequential instructions — independently
- places random facts in sequential order when sequence is important to comprehension
- determines if sequential events have cause/effect relationship
- determines if sequential format is appropriate for organizing information

Eighth Grade

Child:

- follows complex instructions which involve sequence
- determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary statement, or comparison/contrast
- states main idea in sequential terms if paragraph is organized in sequential format
- keeps supporting details in proper sequence when sequence is important to events or processes
- places events from more than one source in sequential order

Main Idea

Kindergarten

Child:

- -suggests a topic for an experience story

First Grade

Child:

- -suggests a title for an informative passage he has heard

Second Grade

Child:

- -suggests an appropriate title for an informative passage he has heard
- -begins to select main idea when several are suggested and supports his choice — with teacher direction

Third Grade

Child:

- -selects main idea when several are suggested, and supports his choice — with teacher direction
- -suggests supporting facts for a main idea — in small group discussion

Fourth Grade

Child:

- -determines topic of a paragraph, what is being told about the topic, and suggests possible main idea statements — teacher-directed group discussion
- -identifies topic sentence or summary statement in a simple paragraph organized by topic sentence/supporting evidence or facts/summary statement — only with teacher direction

Fifth Grade

Child:

-identifies organization of paragraph as:

1. Facts with summary statement
2. Main idea with supporting facts
3. Other — only with teacher direction

-attempts to apply both types of reasoning, inductive and deductive, when dealing with information — with teacher direction:

1. Inductive — facts → main idea
2. Deductive — main idea → supporting evidence

-begins to use main idea/supporting details or details/main idea statement as organizational pattern for writing a paragraph — with teacher supervision

Sixth Grade

Child:

-states main idea of a paragraph organized by topic sentence or summary statement

-identifies organization of paragraph as:

1. Related details with a summary statement (main idea)
2. Main idea with supporting details

-uses main idea/supporting details or details/main idea statement as organizational pattern for writing a paragraph — with teacher direction

-attempts to apply both types of reasoning, inductive and deductive, when dealing with information — with teacher direction:

1. Inductive — facts → main idea
2. Deductive — main idea → supporting evidence

-categorizes facts to determine main idea and generalization

Seventh Grade

Child:

-lists facts from a factual passage that support a main idea

-lists facts from a factual passage and suggests a logical generalization or main idea — with teacher direction

-suggests types of evidence needed to support a main idea

-uses main idea/supporting details or details/main idea statement as organizational pattern for writing a paragraph

Eighth Grade

Child:

-determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary statement, or comparison/contrast

-identifies main idea and supporting facts in a paragraph

-locates supporting factual evidence for a main idea

-determines facts or evidence needed to support a generalization or main idea

-states main idea in terms that reflect organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/generalization, or comparison/contrast — much teacher help

-categorizes information from more than one source under appropriate main heading — with teacher direction

-organizes facts and main ideas into outline form as preparation for writing/speaking — with teacher help

Cause and Effect

Kindergarten

Child:

- suggests possible causes or outcomes of situations within his everyday experience

First Grade

Child:

- suggests alternative outcomes in cause/effect relationships
- identifies possible cause(s) when given an effect of an action in his environment

Second Grade

Child:

- suggests the possible cause or effect of an event or action
- identifies cause and effect situations in his reading — with teacher direction

Third Grade

Child:

- suggests the possible cause or effect of an event or action
- develops awareness of words which are good indicators of cause/effect, such as: because, for that reason, since, etc.
- begins to relate time sequence to cause and effect
- participates in discussions concerning the validity of cause/effect relationships in material he has read, heard, or viewed (particular application to science)
- identifies cause and effect situations in reading

Fourth Grade

Child:

- contributes a logical cause for an event or action

- predicts outcomes suggested by a causative statement
- uses word indicators in describing cause and effect: because-then, if-then
- writes a series of cause/effect statements
- participates in discussions concerning the validity of cause/effect relationships he has read, heard,or viewed (particular application to science)
- participates in discussion identifying place/time/or events contributing to cause/effect relationships — with much teacher direction

Fifth Grade

Child:

- begins to determine if passage is organized in cause/effect form
- recognizes a main idea which is stated in cause/effect terms — much teacher direction
- uses word indicators in describing cause and effect: because-then, if-then
- writes a paragraph using cause/effect relationship
- participates in discussion identifying place/time/or events contributing to cause/effect relationships — with much teacher direction
- explains why he thinks a cause/effect relationship is important in a given situation

Sixth Grade

Child:

- identifies passages written in cause/effect format
- uses cause/effect logic when presenting his ideas in discussion
- determines if a set of sequential occurrences is related by cause and effect — group discussion

-develops awareness that some stated cause/effect relationships may be invalid

Seventh Grade

Child:

-determines if cause/effect is important element of information being studied — in group discussion

-states main idea in cause/effect terms

-determines if sequential events have cause/effect relationship

-suggests if cause/effect relationship in a passage seems valid or invalid — (particular application to newspaper unit)

Eighth Grade

Child:

-determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary statement, or comparison/contrast

-states main idea in terms that reflect cause/effect format of passage

-determines if cause/effect relationship is important in information being studied

-determines the validity of cause/effect relationships being studied and gives reasons — much teacher direction

-selects causes or effects from more than one source when reading for information on a specific topic — with teacher help

Comparison and Contrast

Kindergarten

Child:

-compares concrete items according to size, length, weight, etc., using appropriate language (shorter, smallest, heavier, etc.)

-identifies likenesses and differences of concrete items and symbols

First Grade

Child:

-enumerates ways in which items are similar and dissimilar — with teacher direction

-continues to expand vocabulary used in describing comparison/ contrast situations

-begins to distinguish between real and fanciful situations — with teacher help in establishing criteria

Second Grade

Child:

-identifies words or phrases that have similar or contrasting meanings (synonyms and antonyms)

-supplies antonyms for given common words

-responds to teacher's questions which call for ability to compare or contrast situations, events, or objects in material he has read, viewed, or heard

Third Grade

Child:

-recognizes synonyms or antonyms for an increasing number of words

-supplies synonyms and antonyms for given common words — (good place to introduce thesaurus)

-identifies similar or parallel situations or events in analogous situations - (particular application in social science) — much teacher direction

-relates situation or information to analogous personal experience or information

Fourth Grade

Child:

-supplies synonyms or antonyms for given common words, using a thesaurus

-identifies similar or parallel situations or events in analogous situations (particular application in social science) — much teacher direction

-begins to determine criteria for similarities and differences — in group discussion

-tabulates statements that are paired either as comparisons or contrasts — in group discussion

Fifth Grade

Child:

-identifies similarities and differences of events, situations, and groups

-determines if paired examples are analogous

-compares and/or contrasts information to facts from another previously acquired source — with teacher direction

-participates in tabulating facts that are useful in making generalized comparison/contrasting statements (cultural attributes, results of science experiments, etc.)

-identifies words and/or phrases which are typically used in comparing and contrasting items and ideas — in group discussion

Sixth Grade

Child:

-identifies similarities and differences of events, situations, and groups

-compares and/or contrasts his information with facts from another previously acquired source — with teacher direction

-participates in tabulating facts that are useful in making generalized comparison/contrasting statements (cultural attributes, results of science experiments, etc.)

-identifies words and/or phrases which are typically used in comparing and contrasting items and ideas — in group discussion

-makes a valid statement involving comparison/contrast — after group discussion

Seventh Grade

Child:

-uses understanding of indicator words/phrases to identify material organized in comparison/contrast format

-participates in group tabulation of information, using comparison/contrast as a format

-discovers simple analogous situations or examples in material read

Eighth Grade

Child:

-determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary statement, or comparison/contrast

-determines appropriateness of comparison/contrast in organizing information — with teacher direction

-identifies similar or dissimilar statements from more than one source when locating information on a specific topic

-differentiates between valid and invalid analogies — with teacher direction

-formulates a generalization after identifying a series of comparisons — with teacher help

Classification and Categorization

Kindergarten

Child:

- sorts concrete items into sets using a variety of attributes or characteristics
- identifies item that does not belong when given a series of objects, pictures, or symbols, one of which is dissimilar
- identifies items that are the same when given a series of objects, pictures, or symbols, two of which are alike

First Grade

Child:

- continues to classify objects using an increasing number of attributes or characteristics
- uses key word/idea to develop related vocabulary (mood words, holiday words, etc.)
- identifies the disparate word and states reasons when given a group of words, one of which is dissimilar in category
- begins to distinguish between real and fanciful situations — with teacher direction

Second Grade

Child:

- distinguishes between real and fanciful situations, giving reasons
- identifies the disparate word and states reasons when given a group of words, one of which is dissimilar in meaning or category
- classifies words in categories of general meaning, such as color words, animal words, etc.
- suggests additional words which belong in a particular category

Factual Material
Classification and Categorization

Third Grade

Child:

- classifies and categorizes with words as well as with objects
- begins to organize facts into broad categories (facts about oil, facts about Puritans, etc.)

Fourth Grade

Child:

- determines the common characteristic of a list of items — through group discussion
- classifies with words, facts, and ideas as well as with objects
- applies classification skill to content areas such as science, grammar, etc., — in group discussion — teachers should create awareness of the process with students

Fifth Grade

Child:

- lists a significant number of attributes of a given object or idea — in group discussion
- determines the common characteristic of a list of items — through group discussion
- classifies objects or ideas according to common attributes
- contributes to group application of classification/categorization activities (cultural attributes in social science, phyla, etc., in science)

Sixth Grade

Child:

- lists a significant number of attributes of a given object or idea
- determines the common characteristic of a list of items — working in a small group

-classifies events, situations, and ideas according to common attributes

-categorizes facts preliminary to determining main idea or generalization

Seventh Grade

Child:

-lists a significant number of attributes of a given object or idea

-determines the common characteristic of a list of items

-classifies information/facts into categories as he reads

-uses classification/categorization of facts as basis for a tentative generalization — with teacher direction

Eighth Grade

Child:

-uses ability to classify to determine irrelevant information

-categorizes information from more than one source under appropriate main heading — with teacher direction

-uses classification/categorization of facts as basis for stating a generalization as a main idea

Generalizations and Conclusions

Skills are not listed for kindergarten, first, and second grades because generalizing is such a high-level skill that no preliminary instruction can be identified prior to third grade.

Third Grade

Child:

-participates in discussion leading to a generalized statement - must be preceded by classifying - use common attribute as basis for generalization — with teacher guidance

Fourth Grade

Child:

-participates in discussion leading to a generalized statement, and begins to identify supportive evidence — much teacher guidance

Fifth Grade

Child:

-determines which are the inclusive statements and which are specific when given generalized statements and specific statements — in group discussion

-participates in tabulating facts that are useful in making generalized comparison/contrasting statements (cultural attributes, results of science experiments, etc.)

-participates in discussion identifying evidence leading to a given generalization

-develops word clues that are typically used in generalizations, such as: all, most, etc. — much teacher direction

-participates in tabulating facts suggesting possible generalizations — much teacher direction

Sixth Grade

Child:

-participates in tabulating facts that are useful in making generalized comparison/contrasting statements (cultural attributes, results of science experiments, etc.)

-tabulates related direct statements (specific facts) which may be used as a basis for a general statement — working in a small group

-identifies a generalization in material heard or read — in group discussion

-attempts to apply both types of reasoning, inductive and deductive, when dealing with information — with teacher direction:

1. Inductive — facts → main idea
2. Deductive — main idea → supporting evidence

Seventh Grade

Child:

-lists facts from a factual passage and suggests logical generalization or main idea — with teacher direction

-differentiates between a generalization and a stated fact

-uses classification/categorization of facts as basis for suggesting a generalization — with teacher direction

-suggests substantiating facts needed when given a generalization stated as an hypothesis — teacher direction

-suggests valid/invalid cause/effect information or conclusions for a specific passage

Eighth Grade

Child:

-uses classification/categorization of facts as basis for suggesting a generalization

-formulates a generalization after identifying a series of comparisons

-suggests a logical conclusion or generalization for given evidence

-determines facts or evidence needed to support a main idea or generalization

-states a conclusion and/or generalization as an hypothesis and suggests appropriate references and/or processes by which to develop supporting evidence (particular application in science)

-participates in group identification of information on which author's conclusions are based

-determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary or generalization statement, or comparison/contrast

Inference

First Grade

Child:

- uses pictures or similar media as basis for suggesting information
- participates in group discussion exploring ideas gained from reading

Second Grade

Child:

- uses pictures or similar media as basis for suggesting information
- participates in group discussion exploring ideas gained from reading

Third Grade

Child:

- contributes to a group listing of facts that are provable by observation or experimentation
- suggests statements on a given topic that might be proved

Fourth Grade

Child:

- contributes to a group listing of facts that are provable by observation or experimentation
- suggests statements about a given topic that might be proved
- differentiates between fact and opinion — with teacher guidance

Fifth Grade

Child:

- distinguishes between stated information and information that he believes is true

-identifies facts or sources on which his opinion (inference) is based — much teacher direction

Sixth Grade

Child:

-distinguishes between stated information and information that he believes is true (inference)

-identifies facts or sources on which his opinion (inference) is based — much teacher direction

Seventh Grade

Child:

-discriminates between stated and inferred facts — with teacher direction

-classifies statements in a passage as fact, opinion, or inference — in group discussion

-relates inferences he makes to stated facts he has read

Eighth Grade

Child:

-classifies statements in a passage as fact, opinion, or inference

-relates inferences he makes to stated facts he has read

-discriminates between stated and inferred facts

Vocabulary Development

Kindergarten

Child:

- builds and broadens knowledge of words relevant to his experiences (holiday, summer, audience, helper) — in group discussion

First Grade

Child:

- builds and broadens knowledge of words relevant to his experiences (holiday, summer, audience, helper) — in group discussion

- uses words connected with content areas being studied

Second Grade

Child:

- develops in-depth meaning of key words associated with a topic, key words such as gravity, friction, group — through experimentation, teacher-directed discussion, and reading

- contributes to discussion of varied meanings of words according to context, such as walk, light, etc.

Third Grade

Child:

- uses context clues as aids in identifying meanings of words

- participates in group identification of words which are significant to the specific content being studied and develops an awareness of italics, bold type, etc.

- understands technical terms used in content reading — through emphasis in class discussion

Fourth Grade

Child:

-continues to use context clues to learn meanings of words

-participates in group identification of words which are significant to the specific content being studied and develops an awareness of italics, bold type, etc.

-recalls and uses specialized vocabulary

Fifth Grade

Child:

-identifies key words in an informational passage

-uses the specific vocabulary of a content area in speaking and writing

-participates in group development of relationship of key words as an aid to organizing information and locating needed information (structured overview)

-contributes to paraphrasing of a factual passage, demonstrating his understanding of language used in content writing — much teacher direction

Sixth Grade

Child:

-identifies key words in a factual passage

-uses the specific vocabulary of a content area in speaking and writing

-participates in group development of relationship of key words as an aid to organizing information and locating needed information (structured overview)

-contributes to paraphrasing of a factual passage, demonstrating his understanding of language used in content writing

-uses key words as an aid in locating needed information

Seventh Grade

Child:

- identifies key words in a factual passage
- determines appropriate method for building meaning of key words
- participates in group development of relationship of key words as an aid to organizing information and locating needed information (structured overview)
- uses key words as aid in locating needed information
- paraphrases a passage, demonstrating understanding of content

Eighth Grade

Child:

- identifies key words in a factual passage
- determines appropriate method for developing meaning of key words
- makes his own structured overview when given key words, demonstrating understanding of the relationship of content words
- demonstrates understanding that he must have precise meaning for technical or content vocabulary
- paraphrases a passage, demonstrating understanding of vocabulary content

General Guidelines Concerning Format of Information Section

In teaching children to handle information and critical thinking, there are other skills which must receive attention. These have been organized into:

- Acquiring Information
    - Listening
    - Locating Sources of Information
        - Using Resources of Media Center
    - Using Books
    - Using the Dictionary
- Recording Information
    - Taking Notes
    - Keeping and Organizing Papers and Notebook
    - Proofreading
- Communicating Information
    - Oral Form
    - Written Form

Because Language Arts is such an interrelated body of knowledge and skills, topics in the Information Section do not purport to be all-inclusive. "Communicating Information in Written Form" is correlated with all four sections of Grammar — Mechanics, Usage, Sentence Structure, and Composition. It also receives much attention in the Handwriting and Literature sections. Rather than treat each skill as a separate entity, the Guide acknowledges that each is interdependent upon others.

Information

The skills itemized here are implemented in all areas of the curriculum. Responsibility for initial instruction will rest with the Language Arts or English teacher, but responsibility for continued instruction and implementation will be assumed by all teachers.

Listening

Kindergarten

Child:

- discriminates between sounds in his environment
- reproduces a tapping pattern or similar pattern
- distinguishes between high-low, soft-loud, near-far sounds
- identifies rhyming sounds
- associates consonant sounds at beginning of word with appropriate symbol
- responds to questions
- follows one or two-step oral instructions
- listens to a story
- attends to a task, resisting distraction by aural stimuli

First Grade

Child:

- listens and responds in conversation with teachers and peers
- focuses on clue words used by teachers in giving simple instructions
- discriminates between sounds needed in phonetic analysis
- identifies rhyming elements
- follows two or three-step oral instructions, in sequence
- recalls important elements after listening to a story

Second Grade

Child:

- writes from dictation

-follows two or three-step oral directions

-focuses on a task, ignoring extraneous aural stimuli

-responds accurately to an increasing number of words used in giving instructions

-listens to and delivers a simple message accurately

-listens in small and large group discussion, enabling him to participate

-discriminates between sounds needed in phonetic analysis

Third Grade

Child:

-follows oral directions when order is necessary to accomplishing a task

-retains oral instructions for a longer period of time

-focuses attention in both small and large group discussion

-writes from dictation

-delivers oral messages accurately

-listens for information he needs when a series of instructions is being given

Fourth and Fifth Grade

Child:

-continues to use third grade skills in more complex situations

Sixth Grade

Child:

-continues to use third grade skills in more complex situations

-listens and retains without visual reinforcement

Seventh and Eighth Grade

Child:

-continues to use third grade skills in more complex situations

-listens and retains without visual reinforcement

-listens to take notes on most important information

Locating Sources of Information

Kindergarten

Child:

- observes items and events in his environment, questioning and commenting upon those things that interest and/or concern him
- uses pictures, real objects, and aural stimuli as resources to increase his fund of knowledge
- finds activities in the classroom which spark his curiosity or challenge him
- employs all senses to gain information

First Grade

Child:

- continues to use kindergarten level resources for locating information
- participates in class discussion to increase understanding of topics on which more information is needed

Second Grade

Child:

- turns to books and audio-visual material as sources of information
- locates specific information in a given source (such as reading book) — with teacher direction

Third Grade

Child:

- uses non-fiction section of media center as source for information — with teacher direction

-notes illustrations as valuable source of information

-suggests possible sources for finding information he needs

Fourth Grade

Child:

-differentiates between fiction and non-fiction using non-fiction as resource for information

-turns increasingly to media center when information is needed, using audio-visual resources as well as books

-begins to assume responsibility in using table of contents to locate section of book he needs

Fifth Grade

Child:

-begins to differentiate between types of information to be gained from various resources with which he is familiar

-uses card catalog as an aid to locating information

-locates pertinent information on a topic in a given source

-checks table of contents of a book to see if it contains information related to his needs

-reads graphs and tables accurately

Sixth Grade

Child:

-employs observation, interviewing, and experimentation as alternative forms to written material in locating information

-uses table of contents, index, chapter headings, and topic sentences as aids in locating information

-defines his problem as a preliminary step to looking for appropriate resources

-skims for overview of information in a section of material to be read

-notes sources, listing information such as title, author, and page number

Seventh Grade

Child:

-scans section of book to determine if it contains needed information

-uses charts, graphs, tables, illustrations, and footnotes in books as appropriate sources of information

-determines appropriate reference for type of information needed

-uses multiple sources as cross reference to accurate information

Eighth Grade

Child:

-works independently in media center, using appropriate sources for information needed

-varies reading rate according to purpose, skimming to locate answers to specific questions, scanning to determine if source contains information needed

-uses bibliography as resource for additional information

-locates information through the use of broad and narrow categories when given a specific assignment

-relates information from more than one source in organizing information on a specific topic

-questions authenticity or validity (copyright date) of resource

Philosophy and Policy Concerning Use of Media Centers

1. That which is taught effectively as a library skill cannot be taught in isolation. It must be related to classroom activities and/or curriculum and must have immediate application or implementation.

2. There must be cooperative planning between media center specialist and teacher if use of media center is to be of optimum value.

3. Use of the media center will be on scheduled and non-scheduled bases.

4. There should be a continuum of skills, with review of previous instruction and addition of new skills at each succeeding grade level.

5. Flexibility of scheduled time is desirable when possible.

6. Media centers should be utilized for sustained reading.

7. There should be continued emphasis on the variety of materials available.

8. When children enter high school, they should:
    - a. be independent in the use of the card catalog
    - b. understand classification method of the Dewey decimal system
    - c. make efficient use of parts of a book
    - d. choose appropriate resource for type of information needed
    - e. use multiple sources, when appropriate

9. Students receive instruction and assistance so that they can make maximum use of the media center.

10. Teacher must be responsible for checking to see that information is readily available before making an assignment.

Using Resources of Media Center

Kindergarten

Child:

-after instruction, is able to:

1. Call media specialist by name
2. Locate the area containing easy books
3. Pick out a book from the collection
4. Demonstrate the following steps in the proper handling of books:
    a. how to open books
    b. how to turn pages
    c. how to properly retrieve a book
    d. how to return a book to the shelf
    e. how to keep books from younger brothers, sisters, and pets when children check out books to take home.
    f. how to protect books from rain and snow

-listens to a story

First Grade

Child:

-practices proper care of books

-checks out books

-returns books on time

-uses following criteria for book selection:

1. Does the book interest me?
2. What am I going to do with it?
    -look at pictures
    -take it home and ask to have it read to me
    -take it to the room for teacher to read to me
    -read it myself

-listens to a story

-watches filmstrips

Second Grade

Child:

-is aware of layout of media center

-differentiates between the following types of books:

1. Fiction
2. Non-fiction
3. Biography (as a type of non-fiction)

-follows procedures appropriate to the following areas:

1. Audio-visual section
2. Book section
3. Periodical section
4. Circulation desk

-visits media center independently

-reads new books and rereads old favorites

Third Grade

Child:

-is developing an awareness of location of non-fiction books which have personal interest for him

-differentiates between specific areas of non-fiction, using those books to pursue personal interests and/or to find information needed in school work

-after instruction, is aware of the following categories of books and their locations in the media center:

1. Biography
2. Collective biography

-uses audio-visual materials

-uses table of contents to locate chapter or section of book he needs

-reads a variety of books

Fourth Grade

Child:

-after instruction, uses card catalog in increasingly complex ways:

1. Identifies the following types of cards:
    a. author
    b. subject
    c. title
    d. "see"

2. Demonstrates awareness of location and meaning of classification symbols on catalog cards, and uses symbol to find location of book on shelf.

3. After consulting "The Color Key for the Card Catalog", distinguishes between the following cards and the type of media they refer to:
    a. books (plain)
    b. filmstrips (green band) FS
    c. recordings (orange band) Rec., RA and Ta.
    d. realia (brown band) Re.
    e. study prints (pink band) SP
    f. transparencies (yellow band) Tr.
    g. kits (solid green) K
    h. vertical file (solid orange) VF
    i. films and filmloops (blue band) F
    j. games (cherry band) Ga.
    k. programmed material (purple band) PM

-uses incices to encyclopedia

-uses almanacs when these are best reference for information needed

Fifth Grade

Child:

-uses appropriate procedures for working in media center and borrowing materials

-after review, uses information found in card catalog:

1. Author, title, subject cards
2. Call number - meaning and key to locating materials

3. Color banding
4. Parts of book and relationship to information on card
5. Cross reference cards

-understands color coding and abbreviations for a.v. materials above classification number

-understands annotations and tracings on the catalog card

-understands series cards

-uses vertical file

-after review, relates major divisions of Dewey decimal system to location of materials in the media center

-uses sub-divisions of Dewey decimal system as they are necessary to locate information needed

-after review, locates books needed in:

1. Collective and individual biography
2. Fiction
3. Reference section

-extends use of media center to include a greater variety of reference materials

-selects, with aid of teacher and media specialist, specific reference which is most appropriate source of information

-uses a.v. hardware and software independently

Sixth Grade

Child:

-understands arrangement of media center including sub-divisions according to Dewey decimal system

-uses card catalog to locate materials needed

-continues to increase number of reference materials he can use to find information needed

-uses a.v. materials

Seventh Grade

Child:

-understands arrangement of media center:

1. Charging desk
2. Book return
3. Card catalog
4. Encyclopedias, dictionaries, and other reference materials
5. Vertical file
6. Reader's Guide and periodicals
7. Fiction and non-fiction shelves
8. Audio-visual materials

-borrows materials, using appropriate procedures for each of following categories:

1. Books
2. Reference materials
3. Periodicals
4. Audio-visual software

-understands types of material in media center, major divisions and subdivisions according to Dewey decimal system, and call numbers as key to locating materials

-locates following materials on shelves, exhibiting understanding of various shelf arrangements:

1. Biography
2. Story collection
3. Fiction
4. Reference

-uses card catalog as a guide to locate materials in the media center, demonstrating understanding of:

1. Alphabetical arrangement
2. Author, title, subject, and cross reference cards
3. Procedure for location of book
4. Proper retrieval of book (call number, filling out slip, locating book on shelf, marking place)
5. Color coding

-uses various parts of non-fiction book, such as index, glossary, index of illustrations

-uses following reference materials for needed information:

1. Encyclopedias
2. Atlases
3. Dictionaries - abridged and unabridged
4. Reader's Guide to Periodical Literature
5. Webster's Geographical Dictionary
6. Encyclopedia of Nations, Lands, and People
7. Famous First Facts
8. Bartlett's Familiar Quotations
9. Almanacs

-uses audio-visual materials

Eighth Grade

Child:

-uses proper procedures for borrowing materials

-locates all types of books in media center

-uses card catalog

-chooses appropriate reference material

-selects from an increasing number and variety of resources

Using Books

Kindergarten

Child:

- can locate beginning of picture book, and knows how to look through it

First Grade

Child:

- has basic knowledge of format of book
- can locate beginning of book and knows how to look through book
- can locate title and author of book
- uses table of contents to locate page number of story or chapter needed — with teacher direction

Second Grade

Child:

- uses table of contents to locate chapters and/or sections of book

Third Grade

Child:

- continues to use table of contents to locate chapters and/or sections of book

Fourth Grade

Child:

- differentiates between fiction and non-fiction books
- uses table of contents to locate information concerning a given topic
- determines meaning and pronunciation of terms by using the glossary

Acquiring Information
Using Books

Fifth Grade

Child:

- uses table of contents to locate information concerning a given topic
- uses index to locate specific information
- determines meaning and pronunciation of terms by using the glossary

Sixth Grade

Child:

- uses index to locate specific information
- notes headings, titles, and variety of print as clues to relative importance of information

Seventh Grade

Child:

- notes headings, titles, and variety of prints as clues to relative importance of information
- differentiates between appropriate use of table of contents and index
- refers to index of illustrations, maps, charts, etc.
- reads footnotes and is aware of variant footnoting procedures

Eighth Grade

Child:

- understands significance of information on title page (copyright date, author, etc.) and its correlation with card catalog
- refers to index of illustrations, maps, charts, etc.
- reads footnotes and is aware of variant footnoting procedures
- refers to appendices and understands variants according to type of book
- is aware of bibliography as a source of additional material

Using the Dictionary

Kindergarten

Child:

-says name of letter; associates symbol and sound of letter

First Grade

Child:

-knows alphabet in order

Second Grade

Child:

-uses picture dictionary

Third Grade

Child:

-alphabetizes, using as many as three letters of a word

-is introduced to use of guide words as an aid to locating entry word

-is introduced to key words and their diacritical markings, with emphasis on long, short, and schwa sounds

-selects appropriate definition corresponding to context of sentence he has heard or read — with teacher supervision

Fourth Grade

Child:

-understands entry words, their syllabication and heavy stress marks

-finds desired word, using division of dictionary into three or four sections as an aid

-selects appropriate definition corresponding to context of sentence he has heard or read — with teacher supervision

-uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech — with teacher direction

-consults diacritical key to determine pronunciation of relatively familiar words

-uses guide words to assist in locating entry words

-is introduced to thesaurus as appropriate resource for synonyms and/or antonyms

Fifth Grade

Child:

-selects appropriate definition when choice is available, corresponding to context of sentence he has heard or read — with teacher supervision

-uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech — with teacher direction

-consults dictionary for correct spelling or to determine which of two alternative spellings and/or pronunciations is preferred

-differentiates between alternative pronunciations as determined by use

-understands difference in usage between thesaurus and dictionary

-becomes aware of etymology of words as need or interest dictates

-uses dictionary to determine syllabication

-expands understanding of entry words to include:

1. Root words
2. Proper nouns

-develops awareness of the sections of a dictionary, in addition to the entry words, which contain other information, such as:

1. Pronunciation symbols
2. Abbreviations
3. Biographical names

Sixth Grade

Child:

-selects appropriate definition corresponding to context of sentence he has heard or read

-expands understanding of entry words to include:

1. Suffixes
2. Prefixes
3. Abbreviations

-uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech — with teacher direction

-consults dictionary for correct spelling or to determine which of two alternative spellings and/or pronunciations is preferred

-differentiates between alternative pronunciations as determined by use

-understands difference in usage between thesaurus and dictionary

-uses diacritical legend and stress markings to pronounce unfamiliar words (emphasis on long, short, and schwa)

-becomes aware of etymology of words as need or interest dictates

-develops awareness of the sections of a dictionary, in addition to the entry words, which contain other information, such as:

1. Pronunciation symbols
2. Abbreviations
3. Biographical names

Seventh Grade

Child:

-selects appropriate meaning corresponding to context of sentence he has heard or read

-uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech

-uses dictionary to determine correct spelling

-uses diacritical legend and stress markings to pronounce unfamiliar words (emphasis on long, short, and schwa)

-participates in study of etymology as an aid to vocabulary development, with stress on extensive "families" of words

-uses thesaurus as appropriate resource for synonyms and/or antonyms and as a means to extend vocabulary

-develops awareness of the sections of a dictionary, in addition to the entry words, which contain other information, such as:

1. Pronunciation symbols
2. Abbreviations
3. Biographical names

Eighth Grade

Child:

-selects appropriate meaning corresponding to context of sentence he has heard or read

-uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech

-uses diacritical legend and stress markings to pronounce unfamiliar words (emphasis on long, short, and schwa)

-participates in study of etymology as an aid to vocabulary development, with stress on extensive "families" of words

-uses thesaurus as appropriate resource for synonyms and/or antonyms and as a means to extend vocabulary

-develops awareness of the sections of a dictionary, in addition to the entry words, which contain other information, such as:

1. Pronunciation symbols
2. Abbreviations
3. Biographical names

-uses dictionary as an appropriate reference tool

Taking Notes

In determining a sequence of skills for taking notes, there should be an awareness on the part of the teacher of the goals that we are trying to reach. Sometime during high school we want most children to be able to:

1. Write down important points from textbook material
2. Record information from various sources in preparation for writing a paper
3. Record information that they gain from lectures, discussions, or media presentations in the classroom

Correlated with the skill of taking notes is the ability to identify main ideas and most important facts. For this reason, expectations for taking notes must be delayed until the teacher is certain that a child's critical reading and thinking skills enable him to know what is important, and should be written. A teacher modeling correct procedures and enumerating for the child important data are two approaches. It is essential that teachers clarify with children why they take notes.

Fourth Grade

Child:

-observes and contributes to notes taken by teacher from following sources:

1. Passage of reading
2. Media - films, filmloops, filmstrips, pictures
3. Observation of realia or experiment

Fifth Grade

Child:

-observes and contributes to notes taken by teacher from following sources:

1. Passage of reading
2. Media - film, filmloops, filmstrips, pictures
3. Observation of realia or experiment

-records results of experiment or observation of an occurrence — with a partner

Sixth Grade

Child:

-records important facts from a short reading passage, pictures, filmstrips, and/or charts — with a partner

Seventh Grade

Child:

-learns from watching and imitating a teacher taking notes from reading material

-takes notes independently on short passages of media or printed material, comparing results in large group discussion — with teacher structure

-practices a variety of techniques of taking notes — with teacher supervision

Eighth Grade

Child:

- learns from watching and imitating a teacher taking notes from discussion or informal lecture
- takes notes from printed material and/or media with a limited amount of teacher structure
- selects format for taking notes that seem most sensible or appropriate after determining organizational format of material he is studying

Keeping and Organizing Papers and Notebook

Orderliness and appropriate organization of material are prerequisites for optimum student achievement. If children can be instructed in procedures for keeping their materials in order, we may be helping them more than we realize.

First Grade

Child:

-has papers in order until work is completed and handed in

Second Grade

Child:

-has papers in order until work is completed and handed in

Third Grade

Child:

-has papers in order until work is completed and handed in

Fourth Grade

Child:

-saves a group of important papers, keeping them in order and available for use

-prepares a notebook for a specific purpose — over a short period of time

Fifth Grade

Child:

-prepares a notebook for a specific purpose — over a short period of time

-keeps a notebook for a content area, organizing it for his use for study or reference — more extended period of time

Sixth Grade

Child:

- keeps a notebook for a content area, organizing it for his use for study or reference — more extended period of time
- keeps a personal log for a two or three week period of time

Seventh Grade

Child:

- keeps materials organized in a notebook by subject areas — after receiving instruction

Eighth Grade

Child:

- maintains organized notebook containing papers needed in various subject areas
- completes a structured notebook, designated to cover a particular unit or specific use (such as open-book test), including table of contents

Proofreading

Primary

Child:

- -writes to record/communicate what he wants to say
- -participates in group analysis of a good paragraph in which there are specific common errors to be correct
- -shares his writing with others

Fourth Grade

Child:

- -proofreads for one type of error, e.g. - ending punctuation, commas, capitalization — after instruction in techniques

Fifth Grade

Child:

- -proofreads one paragraph to make it "perfect" (no mistakes in grammar or mechanics) — after review

Sixth, Seventh, Eighth Grade

Child:

- -uses proofreading techniques from previous years, self-correcting more extended passages
- -understands symbols used by teachers in correction of written work:

> When it is necessary to correct written material, the following symbols will be used by all teachers so that markings will have consistent meaning to students:

Not clear	?	Wrong word	WW
Awkward	K	Wrong tense	Tense
Better word	BW	Wrong case	Case
Spelling	Sp.	Misplaced modifier	MM
Punctuation	P		
Capitalization	Cap.	Comma fault	CF
Paragraph	¶	Sentence fragment	Frag.
Word Division	Syl.		
Redundancy	Red.	Run-on Sentence	RO
Omission	^		
Agreement	Agr.	Shouldn't use abbrev.	wr

Communicating Information

Oral Form

Kindergarten

Child:

- -expresses ideas in thought units
- -uses accurate names for objects in his environment
- -verbalizes reactions concerning activities in which he is engaged
- -relates experiences and observations

First Grade

Child:

- -communicates information through informal activities
- -participates in small group, peer to peer, and child to teacher discussion
- -responds to questions, relating information concerning a topic

Second Grade

Child:

- -recounts information concerning observations, experiences, or reading
- -describes objects, events, and experiences
- -incorporates technical or content words in discussion
- -participates in discussion activities

Third Grade

Child:

- -participates in structured informal presentations of information, such as science experiments, reports of social science projects, etc.

-contributes to group discussion of a specific topic or problem — with teacher participation

Fourth Grade

Child:

-gives simple instructions in correct sequence

-contributes relevant comments to group discussion of a given problem or topic

-participates in structured informal presentations of information, such as science experiments, reports of social science projects, etc.

-contributes to group discussion of a specific topic or problem — without teacher participation

Fifth Grade

Child:

-contributes to group discussion of a specific topic or problem — without teacher participation

-gives informal speech, incorporating information for a specific purpose, such as giving instructions, describing object or event, etc.

-participates in small-group discussion, using specific small-group discussion techniques

-explains, orally, a process or procedure with which he is well acquainted

-organizes facts to defend an opinion — in group discussion

Sixth Grade

Child:

-contributes to group discussion of a specific topic or problem - without teacher participation

- -gives informal speech, incorporating information for a specific purpose, such as giving instructions, describing an object or event, etc.
- -organizes facts to defend an opinion — in group discussion
- -leads small-group discussion, using specific small-group discussion techniques
- -assumes responsibility for reporting informally to the class on a specific, well-defined topic
- -uses multi-media aids in conjunction with informal oral reports

Seventh Grade

Child:

- -participates in panel discussion of a specific topic
- -understands and uses structured format for a short, informative speech
- -participates in small-group discussion, as leader, participant, recorder, or observer

Eighth Grade

Child:

- -gives structured speech to class
- -gives a short, informative speech, incorporating media and/or charts and graphs, etc.

Communicating Information

Written Form

Kindergarten

Child:

- contributes to group "experience chart"

First Grade

Child:

- contributes to group "experience chart"

Second Grade

Child:

- writes informally concerning information he has gained from observation, experiences, or reading
- finds and writes answers to specific questions — with teacher direction

Third Grade

Child:

- writes answers to specific questions when given a textbook source
- participates in group listing of information on a given topic

Fourth Grade

Child:

- records results of an experiment, using appropriate form — with a partner
- finds and writes answers to specific questions when given suggestions for resources

Fifth Grade

Child:

-writes a short, informative passage incorporating information he has gained, after reading several resources for information

-tabulates information under correct category when given a basic structure (such as outline or headings for a table) — with teacher direction

Sixth Grade

Child:

-writes a short informative passage incorporating information he has gained, after reading several resources for information

-tabulates information under correct category when given a basic structure (such as outline or headings for a table) — with teacher direction

-constructs a short essay on a factual topic

Seventh Grade

Child:

-participates in group outlining of information on a given topic

-constructs a short essay on a factual topic

-writes a short paper incorporating information which has been given to him in outline form

Eighth Grade

Child:

-organizes information into appropriate structure, such as an outline, preparatory to writing — with teacher guidance

-uses appropriate organizational format in presenting information in written form - e.g. - cause/effect, sequential, main idea/supporting evidence, facts/summary statement

-constructs a short essay on a factual topic

-constructs a written report on a given topic, using outline or other organizational pattern as guide

General Goals and Aims in Literature

The study of literature should:

1. Increase a child's knowledge
2. Promote an appreciation of language
3. Provide enjoyment and leisure-time activity
4. Help a child understand himself and others (and develop ethical standards)
5. Develop a knowledge of and an appreciation for all cultures, with emphasis on diverse American cultures
6. Encourage further creative endeavor in the arts and writing
7. Provide a basis from which a child can develop his own value judgments and ethical standards
8. Provide skills which will enable a child to make judgments and form logical conclusions

Affective Domain

Teacher Expectancies

Teacher:

- -is enthusiastic about literary material
- -keeps uppermost in her mind that literature is to be enjoyed
- -continually broadens her knowledge of children's stories and poems
- -recognizes and encourages the interests and abilities of each child
- -is acquainted with different types of activities, visual aids, and other resources to build a child's interest in literature
- -recognizes the value of providing time for exploration of literary materials as a rewarding form of recreation
- -recognizes and accepts a child's values and his right to like or dislike literary materials
- -continually broadens understanding of the cognitive elements of literature in order to develop a child's appreciation of literary materials
- -recognizes that a child must begin with his own experiences and background
- -helps the child develop skill in selecting material that is appropriate to his maturity level

Affective Domain

Child Expectancies

Child:

- feels successful and happy about his experiences in literature

-grows from enjoyment to appreciation of literature by:

1. Asking questions as to authenticity of material
2. Distinguishing types of literature
3. Recognizing works of authors and illustrators
4. Recognizing that literature gives insight into human thought and action
5. Applying this insight to his own life
6. Continuing to seek new understandings
7. Understanding the cognitive elements of literature

-broadens his interest in literary materials

-expresses ideas, opinions, and personal values regarding literary materials

-selects material that is commensurate with his maturity level

Cognitive Domain

Teacher Expectancies

Teacher:

- proceeds from broad to specific instruction in elements of literature
- modifies expectations to child's level of achievement
- continually assesses child's understanding and perception
- assists child in selecting materials appropriate to his level of instruction
- provides a variety of activities to help a child gain understanding of cognitive elements of literature

Child Expectancies

Child:

- recognizes that there are elements of literature such as plot, setting, and characterization
- learns the terminology of literature and uses it with relative ease
- identifies various types of literature
- moves from literal to creative abstractions (symbolism, allegory)
- relates cognitive elements of literature to the people and situations in his own world

Cognitive Elements of Literature

Plot-Sequence

Setting

Characterization

Literal Meaning

Vocabulary Development

Mood

The cognitive elements are developed sequentially in this section, with the understanding that their importance is no greater than the enjoyment and appreciation of literature. As in other sections of the Guide, instruction is based on review and maintenance of previous skills. Expectations should be realistic for most children in a class, but must be modified for children significantly above or below the norm.

Skills are listed, by element, from kindergarten to sixth grade. Their instruction is continued in the seventh and eighth grade, but within the context of a study of genre. For this reason expectancies at the Junior High School level are listed in the following section, as are child expectancies and teaching strategies for each grade at the elementary level.

Plot-Sequence

Kindergarten

Child:

-retells a story or other appropriate literary material in sequence

-participates in group dictation of a sequential experience story

-reconstructs his personal experiences in sequence

First Grade

Child:

-tells a well-known story in sequence

-tells a personal experience in appropriate order

-identifies the beginning, middle, and end of a story

-creates stories to correspond with illustrations in a picture book

-writes a sentence describing the action in each of a set of three sequential pictures

Second Grade

Child:

-tells a story he has read in sequence

-places given events in beginning, middle, and end sequence

-draws three pictures and tells an accompanying story

-suggests possible outcomes in a story situation

Third Grade

Child:

-identifies significant events in a story that he has heard or read

-suggests possible causes and/or results of an important event in a story

-lists events in chronological order, contributes to an agenda or time chart, or keeps a simple journal of a day's activities

-participates in small-group discussion of chronological events in a story

-tells or dictates an original story that has sequential elements

Fourth Grade

Child:

-locates direct time clues

-identifies chronological order, if order is important to the narrative

-distinguishes between story told in chronological order and non-chronological order

-locates causes and results of significant events in a story

-writes a personal experience in a logical sequence

-suggest the relative importance of events in a story

Fifth Grade

Child:

-selects events that he thinks are most significant in a story, giving reasons for his choices

-differentiates between direct and indirect time clues

-reads a time line

-locates causes and results of a given event/action

-writes an original cause/effect sequence

Sixth Grade

Child:

- -makes a time line
- -diagrams the plot of a story — pictorially
- -writes a cause/effect anecdote
- -given several contributing factors, suggests possible logical results
- -contributes to a small-group development of a story that has a clearly defined plot
- -keeps a journal or diary over a period of time

Setting

Kindergarten

Child:

-begins to realize there are environments that are similar and different from his own

First Grade

Child:

-suggests the location of a story he has read or heard

-uses descriptive words in telling about his environment or that of an illustration or photograph

-participates in discussion of illustrations of stories

Second Grade

Child:

-differentiates between real and fantastic settings

-relates characters to settings

-differentiates between types of settings — (farm, city, home, work, school)

-given a setting, such as rural, city, home, suggests descriptive words which are appropriate

-begins to categorize settings by both time and space

Third Grade

Child:

-identifies the time and place of a story

-locates words that describe a given setting in a story

-recognizes when action changes from one setting to another within a story

- includes a description of the setting in a story he tells

Fourth Grade

Child:

- uses a variety of clues to identify time and place settings
- identifies changes of setting within a story
- writes a series of sentences describing a given setting
- identifies possible location of realistic narratives
- participates in compilation of a list of descriptive words or phrases appropriate to a given time, place, or situation

Fifth Grade

Child:

- locates setting clues
- determines if the setting had any effect on the story
- uses audio and/or visual effects to create a setting
- keeps a personal list of time and place clues that are particularly interesting
- writes a short passage describing a particular setting, using time and place clues
- locates specific clues that identify the location of an historical fiction selection

Sixth Grade

Child:

- identifies setting clues that help create mood
- suggests possible relationships between plot and setting
- compares settings from various stories
- writes a passage comparing two different settings

Characterization

Kindergarten

Child:

- -participates in discussions of characters from stories he has heard
- -suggests possible emotions or reactions of story characters
- -tells what a character in a story he has heard has done

First Grade

Child:

- -suggests what characters in well-known stories do, look like, and feel
- -suggests one or more reasons for believing a character is real or make-believe
- -identifies characters in a story read or heard

Second Grade

Child:

- -discriminates between real and fantastic environments, and can give reasons for believing if a character's actions seem sensible within that setting
- -describes his or a friend's physical traits
- -identifies characters in a story read or heard
- -begins to relate a story character's obvious traits to people he knows

Third Grade

Child:

- -distinguishes between real-life and fantastic characters, referring to evidence to support his views
- -locates passages in which character's physical traits are described

-identifies the character related to a given action

-matches descriptive words or phrases with appropriate characters

Fourth Grade

Child:

-locates the physical description of a character

-selects central character in a story and gives reasons for selection

-locates/lists actions of central characters

-suggests what else a character might do in a situation and what he might do if the situation were changed

-writes a physical description of a character

-expresses characterization through various creative modes

Fifth Grade

Child:

-locates and lists physical characteristics of a given character

-identifies a character's feelings when they are stated in a story

-locates and lists a character's actions

-locates and lists what other characters say about the central character

-locates examples of how other characters act and react to the central character

-identifies the main character's actions that contribute to the plot

-writes a short descriptive passage comparing two characters

Sixth Grade

Child:

-lists personality traits of a character and states supportive evidence

-suggests personal experiences which might affect his reactions to character

-compares and contrasts characters in similar situations

-writes a character sketch

-gives examples demonstrating ways in which characters react to each other

Literal Meaning

Kindergarten

Child:

- begins to discriminate between sense and nonsense, and real and make-believe

First Grade

Child:

- continues to discriminate between sense and nonsense and real and make-believe
- restates idiomatic expressions in his own words, indicating that he understands their meaning
- uses context to determine appropriate meaning of words

Second Grade

Child:

- continues beginning skills of interpreting idiomatic expressions such as, "I'm counting on you."
- restates complex sentences in his own words — much teacher help
- identifies pronoun antecedents (referents)
- uses context to determine the appropriate meaning of words with variant meanings

Third Grade

Child:

- suggests variations of word meanings
- paraphrases idiomatic expressions
- states the simple meaning of a complex sentence — with much teacher direction
- identifies pronoun antecedents (referents)

Fourth Grade

Child:

- distinguishes between stated details and what he thinks is true (inference)
- explores variations of word meanings
- paraphrases idiomatic expressions
- states the simple meaning of a complex sentence — with teacher direction
- locates supporting evidence to answer a given question or support a statement

Fifth Grade

Child:

- identifies and uses variations of word meanings according to context
- explores connotations of words
- explores the uses of dialect, slang, and colloquialisms
- states, in own words, meanings of complex sentences
- differentiates between fact and opinion in discussion of a story
- locates supporting evidence to answer a given question or support a statement

Sixth Grade

Child:

- uses context to determine variance of word meaning
- explores connotations of words
- locates the uses of dialect, slang, and colloquialisms in given passages
- locates supporting evidence in responding to a given statement, conclusion, or question

Vocabulary Development

Kindergarten

Child:

- names objects in his environment
- describes objects and people in environment
- uses words to describe feelings, actions, and places

First Grade

Child:

- develops sight vocabulary of those words that have meaning for him
- uses context clues of story to establish appropriate meanings of words
- expresses feelings and ideas in group discussion
- participates in dictation of experience story

Second Grade

Child:

- participates in discussions concerning meaning of words in stories heard and read
- increases reading vocabulary
- uses context clues to establish meanings of unfamiliar words
- identifies and uses descriptive words for objects, people, emotions, and places
- names and describes objects and people in his environment and beyond
- uses affixes and inflected forms of words to increase his vocabulary

Third Grade

Child:

-uses context clues to help establish word meanings

-increases reading and speaking vocabulary

-contributes to categorized word lists

-uses affixes and inflected forms of words to increase his vocabulary

Fourth Grade

Child:

-uses glossary to establish meanings of unknown words

-uses definitions in context to determine meanings of words

-uses thesaurus to expand word choice

-turns to dictionary to establish meaning of unfamiliar words

-uses root words and families of words to increase vocabulary

Fifth Grade

Child:

-uses glossary to establish meanings of unknown words

-uses context clues to determine word meaning

-uses thesaurus to expand word choice

-through reading and discussion, discovers increasingly diverse meanings of words

-identifies words from minority and/or foreign language

-uses root words and families of words to establish word meanings

-turns to dictionary to establish meaning of unfamiliar words

Sixth Grade

Child:

- analyzes passages using figurative language and/or idiomatic expressions to determine variant uses of words
- uses context clues to determine word meanings
- selects definition of a word having several meanings
- explores the origin of words
- builds word meaning through root words, affixes, and families of words
- increases understanding of affixes
- uses thesaurus, dictionary, and glossary as tools to aid in development of vocabulary

Mood

Kindergarten

Child:

-reacts to stories, poems, and songs through body language and dramatic play

First Grade

Child:

-uses words to describe how he feels about events and stories that he has heard

-reacts to stories, poems, and songs through body language, dramatic play, and creative art

Second Grade

Child:

-describes how he feels about events he has experienced and stories he has heard

-begins to use expression in retelling a story

-categorizes given words under basic moods

Third Grade

Child:

-uses creative modes to express his reaction to a story, record, or picture

-suggests words that can be used to create a mood

Fourth Grade

Child:

-suggests words that describe moods in various literary materials presented through different types of media

-uses creative modes to express his reactions to stories, records, and pictures

Fifth Grade

Child:

-suggests words that describe moods in various literary materials presented through all types of media

-uses creative modes to express his reactions to stories, records, pictures, and films

-discriminates between various moods created in stories, records, and pictures

Sixth Grade

Child:

-suggests words that describe moods in various literary materials presented through all types of media

-uses creative modes to express his reactions to stories, records, pictures, and films

-discriminates between various moods created in stories, records, and pictures

-writes poetry or narrative passages that create a mood

General Statement of Policy for Handwriting

At this point there is no new Handwriting adoption. Until the Handwriting Committee has made a selection, teachers will continue to use current programs. When an adoption is made, probably January, 1975, the general guidelines for Handwriting will be those of the adopted series unless otherwise stated in the Language Arts Guide.

Formation of letters must be consistent with the adopted text. For that reason, all teachers will have a teacher's manual. Beyond that, purchase of additional materials such as student books, overlays, etc., will be determined by the staff of each school building.

There are specific district policies and guidelines in the Language Arts Guide. Many of these reflect current practices, but since there are some changes, it is important that teachers be aware of the Handwriting Section.

As is true when any new adoption is made, there will be many materials in the building which may or may not follow the new adoption. Please examine these materials carefully. If they are strictly handwriting aids and are in conflict with the new program, they should be discarded.

Continuum of Skills

Handwriting

Kindergarten

Child:

- -is aware of body parts
- -exhibits understanding of directionality
- -demonstrates understanding of words used in handwriting instruction, i.e., under, over, above, below, on, beside, before, after, left, right, first, next, between
- -recognizes basic shapes
- -draws basic shapes
- -exhibits fine motor control
- -traces over a variety of dotted forms
- -recognizes letters of the alphabet

First Grade

Child:

- -writes letters of the alphabet in manuscript using formations suggested by adopted handwriting text
- -knows difference between lines and spaces
- -understands words used in handwriting instruction
- -leaves appropriate space between letters and words
- -heads paper according to procedures established by the first grade teachers
- -positions paper correctly, holds pencil correctly, and sits properly while writing

Second Grade

Child:

- -writes in manuscript

Second Grade (cont'd)

Child:

- heads paper according to procedure established by second grade teachers
- positions paper correctly, holds pencil correctly, and sits properly while writing

Third Grade

Child:

- transitions from manuscript to cursive handwriting
- reads cursive handwriting
- retains skill in writing manuscript
- heads paper and leaves margins according to procedures established by third grade teachers

Fourth Grade

Child:

- writes and reads in cursive
- retains manuscript skill
- heads paper and leaves margins according to procedures established by group of teachers by whom he is instructed
- uses standard pencil and pen

Fifth Grade through Eighth Grade

Child:

- retains skills in both manuscript and cursive
- Note to teachers: Be especially alert to policy pages

Specific Additional Handwriting Policies

1. Transition to cursive writing is the responsibility of the third grade teacher. At the same time, skill in manuscript should be retained. Fourth grade teachers are responsible for intensive review of cursive skills and retention of manuscript. At the 5th grade level, and up, opportunities should be provided for selective practice and maintenance in both cursive and manuscript.

2. As a general rule, pens will not be used in third grade and during the first half of fourth grade. However, instruction in the use of pens should be provided during the second half of fourth grade and continued in fifth.

3. When cursive writing is being presented, it is essential that instruction in reading cursive be stressed. Fourth grade teachers will need to provide additional instruction in reading cursive writing, and fifth grade teachers will need to be aware that some childred may still have difficulty.

4. Children should be exposed to, and have an opportunity to practice, a variety of writing situations:
    - board to paper
    - overhead to paper
    - book to paper
    - paper to chart or chalkboard
    - book to board

   It is the responsibility of each teacher to judge each child's readiness for each of these writing situations.

5. Teachers working with a "common" group of students during a year, should decide on a uniform heading to be used on papers during the year. It is important that left to right progression be stressed, even in writing the heading on the paper. (If date is on left, writing it first; if name is on left, write it first).

6. Some children will need to use cursive writing before third grade. Usually this recommendation will be made by the school psychologist.

7. Some children, because of special reasons, may need to continue manuscript exclusively beyond third grade. Usually this recommendation will be made by the school psychologist.

8. Teachers will need to be constantly alert for correct positioning of paper, including left hand position to secure paper, proper grip of pen or pencil, and correct posture. There will be instances where incorrect habits can not be changed, and perhaps should not be changed.

9. Procedures for instruction for left-handed children are found in all handwriting guides. The adopted text will be the guide.

10. There are personality differences that influence handwriting. While instruction in correct procedures is important, there are differences which must be accepted because they are practically impossible to change.

Suggestions

1. In introduction to cursive writing, it may be beneficial to use the procedural sequence suggested for introduction to manuscript: e.g. in air ⟶ on chalkboard ⟶ on unlined paper ⟶ tracing ....

2. It will be helpful if auxiliary materials, such as overlays, tracing papers, ditto masters, etc., are available at all levels for students having difficulty with handwriting.

3. In extreme cases, where a child is having severe difficulty in handwriting, teachers should work through the principal to utilize all resources of school such as psychologist and occupational therapist.

4. Some method of self-evaluation should be used by the students. One suggestion for upper primary or intermediate children is as follows:

HANDWRITING PROGRESS CHART

The Six Basic Handwriting Skills	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Final	Teacher's Rating
1. Size											
2. Slant											
3. Shape											
4. Spacing											
5. Sitting on the base line											
6. Style											

Once a month you will check your handwriting with your teacher.
If your use of a skill is satisfactory, color the square blue.
If you need to practice a skill, color the square red.

1.	Size	All similar letters should be the same height. Capital and tall letters are a full space high. Small letters are one-half space high.
2.	Slant	All letters should be uniformly slanted to the right and parallel to each other.
3.	Shape	Each letter should be similar to the models.
4.	Spacing	There should be uniform spacing between the letters in a word and uniform spacing between words.
5.	Sitting on the base line	All letters should touch the base line.
6.	Style	Neatness, clean work, and proper margins are important.

5. Such an evaluation does not focus on improvement. Teachers are encouraged to suggest a better method which would incorporate improvement.

6. Proper posture and writing conditions are of utmost importance for students. Teachers should be aware of seating and table levels on the first day of school and all through the year. Children can be taught to clear the writing space of unneeded and distracting items. The teacher should accommodate the size of the furniture to each child's needs.

Variations Which May Occur

Because children come to Sycamore from other school districts in which instruction may have been based on different handwriting systems, teachers may wish to be alerted to the major variations between systems.

1. Contractions and possessives - don't don't

2. Capital letter joined or not to the remainder of the word - Bantam Bantam

3. No variation between writing systems in direction of the circle in manuscript is noted. As a rule of thumb, in all systems the circle goes to left if it is before the stick, to the right if it is after the stick.

4. Children instructed in various systems may have learned to start circle at 10, 12, or 2. Correction should be attempted only if they are starting it at the bottom.

5. It should be noted that there are systems in which children are taught to slant manuscript.

Policies for Selection of Materials

Kindergarten

Paper: Chart paper (teacher use)
Manilla paper
Newsprint

Pencil: Crayons (large)
Beginner's pencil, without eraser

First Year

Paper: ½" alternate line, 11x15 guidelines

Pencil: Beginner's pencil, without eraser

Second Year

Paper: 3/8" alternate line, L.W. - 12x9

Pencil: Beginner's pencil with eraser and/or Second Grade thick-lead pencil

Third Year

Paper: ½" x ¼" alternate, dotted, 10½ x 8

Pencil: Standard No. 2 pencil

Fourth Grade and higher grade levels

Wide-line notebook paper, pencil, ball-point pen (recommend blue or black ink)

Normally at the beginning of the school year the teacher will provide paper used by children during the preceding school year. As children are able they will use paper designated for their grade level. For children who may be having particular difficulties, the teacher will provide paper best suited to their capability.

General Guidelines for Spelling

The teaching of spelling and all composition skills has relevance to all other subject areas and should not be treated as an isolated subject. Therefore, spelling is taught all day by the elementary school teacher. It is taught by all teachers in a departmentalized organization such as our Junior High School. The curriculum area which is most closely related to spelling is reading. However, good reading does not correlate with good spelling. These are two distinct skills.

The most important task of spelling instruction is to develop student interest and concern for good spelling. Good spelling is important so:

1. People can understand what has been written.
2. Students show greater achievement on written school work.
3. There is personal satisfaction in doing a task well.

There are two kinds of goals for spelling instruction. The first is to teach children those words they need in order to write stories and messages now. The long term goal is to teach students those words they will need most frequently as adults. Both lists are included in this guide.

The length and difficulty of the spelling list should be designed so that each child is able to reach his optimum achievement level. Achievement may be increased by helping a child determine methods of study which are most effect for him, such as:

1. Pronouncing and giving meanings of list words
2. Using list words in sentences
3. Using list words in creative writing
4. Alphabetizing the list words
5. Using dictionary practice
6. Using sandpaper letters
7. Writing in shallow sand
8. Forming clay letters in order
9. Using spelling games and puzzles
10. Listening to tape dictation and making corrections

Basically spelling is a written activity, so there are implications for handwriting. Children should be encouraged to apply both manuscript and cursive skills. On spelling tests the child may choose which form he will use.

Dictionary skills have direct relevance to spelling. Those skills appropriate to each grade level are stated in the Information Section of this Guide.

According to research, oral work is of little value in learning to spell. Therefore, focusing the child's attention on visual or kinesthetic activities is more worthwhile than spelling the words orally.

Spelling

Primary

Child:

-begins to acquire a spelling vocabulary from standard spelling lists and personal needs

Intermediate

Child:

-learns to spell from standard spelling lists, other content-area words, and words needed to communicate at school and at home

Junior High

Child:

-uses correct spelling in assignments and compositions with ease, using the dictionary for extraordinary words

Specific Suggestions for
Spelling Instruction

Suggested activities for excellent spellers who can spell the standard list:

1. Make a personal list of spelling words from reading or special interests
2. Write a story or a report
3. Solve complex crossword puzzles
4. Help another student in spelling (on a limited basis)
5. Research the origins of words in the English language
6. Create puzzles and games using the text word list

Suggested steps for teachers to investigate in working with poor spellers:

1. Check to see if the child hears what is being said, by hearing test or by asking child to respond to questions
2. Consult cumulative file for achievement and mental ability test scores, and possible psychological services records
3. Evaluate your own timing, voice, and volume when dictating spelling word tests
4. Using the above information, adjust the word list to proper length and difficulty for this student

Making Nouns Plural

(teacher reference)

Primary

1. It is usually possible to tell whether a noun is singular or plural by the way it is spelled (dog, dogs; ax, axes; lady, ladies; man, men). A few words (sheep, bass, deer, moose, salmon, trout) keep the same spelling whether they are singular or plural in number.
2. The usual way to change a noun from singular to plural number is to add an s to the singular form: pens, cards, chairs, tables, clocks, walls, beds, books.

Intermediate

1. Some nouns would be difficult or impossible to pronounce if only s were added. In such cases, the number is changed from singular to plural by adding es: tax, taxes; box, boxes; boss, bosses; search, searches; crash, crashes.
2. Singular nouns ending in y preceded by a consonant are changed to plural form by changing the y to i and adding es: country, countries; baby, babies; fly, flies.
3. Some nouns that end in f or fe are changed to the plural form by changing the f to v and adding es: life, lives; calf, calves; knife, knives; self, selves; shelf, shelves.

Junior High

Note: There are several such nouns that do not follow the above rule: grief, griefs; cliff, cliffs; safe, safes; turf, turfs; fife, fifes.

Spelling

1. Form the plural of a hyphenated compound noun by adding s to the most important part of the word: brother-in-law, brothers-in-law; commander-in-chief, commanders-in-chief.
2. Compounds written solidly add s to form the plural: spoonful, spoonfuls; stepfather, stepfathers.

350 Most Useful Spelling Words for Adults

List A

a
about
across
after
afternoon
again
all
along
always
am
an
and
another
any
are
arithmetic
around
as
at
aunt
away
baby
back
bad
ball
be
because
bed
been
before
best
better
beg
black
blue
book
books
both
box
boy
boys
bring
brother
brought
but
buy

by
call
came
can
candy
car
children
Christmas
class
clean
clothes
cold
come
comes
coming
corn
could
couldn't
country
cousin
daddy
day
days
dear
did
didn't
dinner
do
does
dog
doll
done
don't
door
down
dress
each
eat
eggs
end
enjoyed
every
far
father
feet
fifth

find
fine
fire
first
fish

five
flowers
food
for
found
four
friend
friends
from
front
funny
game
games
gave
get
getting
girl
girls
give
glad
go
goes
going
good
got
grade
ground
had
hair
hand
happy
hard
has
have
he
head
heard
help
her
here

high
him
his
home
hope
horse
horses
house
how
hurt
I
ice
if
I'm
in
interesting
into
is
it
just
keep
kind
know
last
left
let
letter
like
liked
little
live
long
look
lot
lots
love
made
make
making
man
many
may
me
men
might
milk

miss
money
more
morning
most
mother
much
my
name
near
never
new
next
nice
night
no
not
now
o'clock
of
off
oh
old
on
once
one
or
other
our
out
over
pair
paper
party
people
picture
pictures
place
play
played
playing
please
pretty
program
put
rain

read
reading
red
remember
ride
right
room
run
said
Santa Claus
saw
say
school
second
see
seen
set
she
shoes
should
show
sister
six
small
snow
so
some
something
sometimes
soon
spelling
spring
started
stay
store
story
street
summer
Sunday
supper
sure
table
take
teacher
teacher's
tell

Spelling
Most Useful
Words for Adults

ten
thank
that
the
their
them
then
there
these
they
thing
things
think
third
this
three
through
time
to
today
together
told
too
took
town
tree
trees
two
under
until
up
upon
us
use
need
very
visit
walk
want
wants
was
wash
water
way
we
well
went
were
what
when
where
which
while
white
who
why
will
winter
wish
with
won't
work
would
write
writing
written
year
years
yes
yesterday
yet
you
your

450 Very Useful Spelling Words for Adults

List B

afraid
age
ago
air
airplane
all right
almost
alone
already
also
animals
answer
anything
apple
apples
April
ask
asked
assembly
ate
awful
awhile
babies
bank
barn
basket
bath
beautiful
began
behind
being
bet
bicycle
bird
birds
birthday
bit
board
boat
body
bottom
bread
breakfast
broke
brothers
brown
build
building
built
busy
cake
called
cannot
can't
card
care
carry
cat
catch
caught
cave
cents
chair
chicken
chickens
child
church
city
clay
close
coal
coat
color
colors
company
cook
corner
cotton
course
cousins
cow
cows
cross
cut
cuts
dad
dance
dark
Dec.
December
decided
deep
desk
died
different
dirt
dishes
doctor
doesn't
dogs
doing
dollars
draw
dresses
drink
dry
during
early
Easter
eating
egg
eight
else
enjoy
enough
even
evening
ever
everybody
everyone
everything
eyes
face
fair
fall
family
farm
fast
fat
Feb.
February
feed
feeling
fell
few
field
fight
finished
fishing
flag
flew
floor
flower
fly
folk
foot
football
forest
forget
forgot
fourth
Friday
fruit
full
fun
garden
geography
gets
gives
glass
gone
grades
grandma
grandmother
grass
great
green
grow
guess
gun
half
Halloween
handkerchief
hands
hardly
hat
haven't
having
hay
hear
helped
hill
hit
hold
hole
hospital
hot
houses
hundred
hunt
hunting
hurry
ice cream
I'll
important
inches
Indian
ink
inside
instead
iron
isn't
it's
its
I've
Jan.
jump
kept
kill
killed
kinds
knew
knife
lady
lake
land
language
large
largest
late
later
laugh
lay
learn
learned
leave
leaves
lessons
letters
light
likes
lines
living
lived
lives
looked
looking
looks
lost
lovely
lunch
mad
mail
makes
mamma
March
maybe
mean
meat
meet
merry
middle
mine
minutes
Miss
month
mountains
mouth
move
moved
Mr.
Mrs.
mud
music
must
myself
named
names
nearly
news
nine
north
nothing
Nov.
number
nuts
ocean
Oct.
often
ones
only
open
orange
oranges
outside
own
paint
papa

Spelling
Very Useful
Words for Adults

park
part
pass
pen
pencil
pet
piano
pick
picnic
pie
piece
places
plant
plays
pony
poor
present
presents
P.S.
pull
quite
rabbit
rabbits
radio
raining
ran
ready
real
received
recess
rest
riding
ring
river
road
rode
roll
rope
round
rubber
running
same
sand
sat
Saturday
says
sea
seat
sell
send
sent
seven
several
shall
shoot
short
sick
side
silk
since
sing
sisters
sit
sitting
skates
skating
sled
sleep
snowing
soap
someone
sometime
song
sorry
south
spend
stand
stars
state
stick
sticks
still
stockings
stop
stopped
stories
stove
straight
string
strong
study
studying
such
suit
sun
suppose
surprised
sweet
swim
swimming
takes
talk
tall
teach
teachers
teeth
tells
test
then
Thanksgiving
that's
those
thought
throw
till
times
tired
tomorrow
tonight
top
toy
train
tried
trip
truck
truly
try
trying
turn
twenty
uncle
vacation
valentines
valentine
wagon
warm
wasn't
watch
wear
weather
week
weeks
wet
wild
wind
window
windows
without
women
won
wood
woods
word
working
world
wouldn't
wrote
yard
yellow
yours

Dale List of 3000 Familiar Words

a
able
aboard
above
absent
accept
accident
account
ache(ing)
accord
acre
across
act (s)
add
address
admire
adventure
afar
afraid
after
afternoon
afterward(s)
again
against
age
aged
ago
agree
ah
ahead
aid
aim
air
airfield
airport
airplane
airship
airy
alarm
alike
alive
all
alley
alligator
allow
almost
alone
along
aloud
already
always
am
America
American
among
amount
an
and
angel
anger
angry
animal
another
answer
ant
any
anybody
anyhow
anyone
anything
anyway
anywhere
apart
apartment
ape
apiece
appear
apple
April
apron
are
aren't
arise
arithmetic
arm
armful
army
arose
around
arrange
arrive(d)
arrow
art
artist
as
ash(es)
aside
asleep
at
ate
attack
attend
attention
August
aunt
author
auto
automobile
autumn
avenue
awake(n)
away
awful(ly)
awhile
ax
baa
babe
baby(ies)
back
background
backward(s)
bacon
bad(ly)
badge
bag
bake(r)
baking
bakery
ball
balloon
banana
band
bandage
bang
banjo
bank(er)
bar
barber
bare(ly)
barefoot
bark
barn
barrel
base
basement
basket
bat
batch
bath
bathe
bathing
bathroom
bathtub
battle
battleship
bay
be(ing)
beach
bead
beam
bean
bear
beard
beast
beat(ing)
beautiful
beautify
beauty
became
because
become
becoming
bed
bedbug
bedroom
bedspread
bedtime
bee
beech
beef
beefsteak
beehive
been
beer
beet
before
beg
began
beggar
begged
begin
begun
behave
behind
believe
bell
belong
below
belt
beneath
bench
bend
bent
berry(ies)
beside(s)
best
bet
better
between
big
bible
bicycle
bid
big(ger)
bill
billboard
bin
bind
bird
birth
birthday
biscuit
bit
bite
biting
better
black
blackberry
blackbird
blackboard
blackness
blacksmith
blame
blank
blanket
blast
blaze
bleed
blessing
blew
blind(s)
blindfold
block
blood
bloom
blossom
blot
blow
blue
blueberry
bluebird
bluejay
blush
board
boast
boat
bob
bobwhite
body(ies)
boil(er)
bold
bone
bonnet
boo
book
bookcase
bookkeeper
boom
boot
born
borrow
boss
both
bother
bottle
bottom
bought
bounce
bow
bowl
bow-wow
box(es)
boxcar
boxer
boy
boyhood
bracelet
brain
brake
bran
branch
brass
brave
bread
break
breakfast
breast
breath
breathe
breeze

Spelling
Dale List

brick
bridge
bright
brightness
bring
broad
broadcast
broke(n)
brook
broom
brother
brought
brown
brush
bubble
bucket
buckle
bud
buffalo
bug
buggy
build
building
built
bulb
bull
bullet
bum
bumblebee
bump
bun
bunch
bundle
bunny
burn
burst
bury
bus
bush
bushel
business
busy
but
butcher
butt
butter
buttercup
butterfly
buttermilk
butterscotch
button
buttonhole
buy
buzz
by
bye
cab
cabbage
cabin
cabinet
cackle
cage
cake
calendar
calf
call(er)(ing)
came
camel
camp
campfire
can
canal
canary
candle
candlestick
candy
cane
cannon
cannot
canoe
can't
canyon
cap
cape
capital
captain
car
card
cardboard
care
careful
careless
carlessness
carload
carpenter
carpet
carriage
carrot
carry
cart
carve
case
cash
cashier
castle
cat
catbird
catch
catcher
caterpillar
catfish
catsup
cattle
caught
cause
cave
ceiling
cell
cellar
cent
center
cereal
certain(ly)
chain
chair
chalk
champion
chance
change
chap
charge
charm
chart
chase
chatter
cheap
cheat
check
checkers
cheek
cheer
cheese
cherry
chest
chew
chick
chicken
chief
child
childhood
children
chill(y)
chimney
chin
china
chip
chipmunk
chocolate
choice
choose
chop
chorus
chose(n)
christen
Christmas
church
churn
cigarette
circle
circus
citizen
city
clang
clap
class
classmate
classroom
claw
clay
clean(er)
clear
clerk
clever
click
cliff
climb
clip
cloak
clock
close
closet
cloth
clothes
clothing
cloud(y)
clover
clown
club
cluck
clump
coach
coal
coast
coat
cob
cobbler
cocoa
coconut
cocoon
cod
codfish
coffee
coffeepot
coin
cold
collar
college
color(ed)
colt
column
comb
come
comfort
comic
coming
company
compare
conductor
cone
connect
coo
cook(ed)
cook(ing)
cooky(ie)(s)
cool(er)
coop
copper
copy
cord
cork
corn
corner
correct
cost
cot
cottage
cotton
couch
cough
could
couldn't
count
counter
country
county
course
court
cousin
cover
cow
coward(ly)
cowboy
cozy
crab
crack
cracker
cradle
cramps
cranberry
crank(y)
crash
crawl
cream(y)
creek
creep
crept
cried
creak
croak(ed)
crop
cross(ing)
cross-eyed
crow
crowd(ed)
crown
cruel
crumb
crumble
crush
crust
cry(ies)
cub
cuff
cup
cupboard
cupful
cure
curl(y)
curtain
curve
cushion
custard
customer
cut
cute
cutting

dab
dad
daddy
daily
dairy
daisy
dam
damage
dame
damp
dance(r)
dancing
dandy
danger(ous)
dare
dark(ness)
darling
darn
dart
dash
date
daughter
dawn
day
daybreak
daytime
dead
deaf
deal
dear
death
December
decide
deck
deed
deep
deer
defeat
defend
defense
delight
den
dentist
depend
deposit
describe
desert
deserve
desire
desk
destroy
devil
dew
diamond
did
didn't
die(d)(s)
difference
different
dig
dim
dime
dine
ding-dong
dinner
dip
direct
direction
dirt(y)
discover
dish
dislike
dismiss
ditch
dive
diver
divide
do
dock
doctor
does
doesn't
dog
doll
dollar
dolly
done
donkey
don't
door
doorbell
doorknob
doorstep
dope
dot
double
dough
dove
down
downstairs
downtown
dozen
drag
drain
drank
draw(er)
draw(ing)
dream
dress
dresser
dressmaker
drew
dried
drift
drill
drink
drip
drive(n)
driver
drop
drove
drown
drowsy
drug
drum
drunk
dry
duck
due
dug
dull
dumb
dump
during
dust(y)
duty
dwarf
dwell
dwelt
dying
each
eager
eagle
eat
early
earn
earth
east(ern)
easy
eat(en)
edge
egg
eh
eight
eighteen
eighth
eighty
either
elbow
elder
eldest
electric
electricity
elephant
eleven
elf
elm
else
elsewhere
empty
end(ing)
enemy
engine
engineer
English
enjoy
enough
enter
envelope
equal
erase(r)
errand
escape
eve
even
evening
ever
every
everybody
everyday
everyone
everything
everywhere
evil
exact
except
exchange
excited
exciting
excuse
exit
except
explain
extra
eye
eyebrow
fable
face
facing
fact
factory
fail
faint
fair
fairy
faith
fake
fall
false
family
fan
fancy
far
faraway
fare
farmer
farm(ing)
far-off
farther
fashion
fast
fasten
fat
father
fault
favor
favorite
fear
feast
feather
February
fed
feed
feel
feet
fell
fellow
felt
fence
fever
few
fib
fiddle
field
fife
fifteen
fifth
fifty
fig
fight
figure
file
fill
film
finally
find
fine
finger
finish
fire
firearm
firecracker
fireplace
fireworks
firing
first
fish
fisherman
fist
fit(s)
five
fix
flag
flake
flame
flap
flash
flashlight
flat
flea
flesh
flew
flies
flight
flip
flip-flop
float
flock
flood
floor
flop
flour
flow
flower(y)
flutter
fly

foam
fog
foggy
fold
folks
follow(ing)
fond
food
fool
foolish
foot
football
footprint
for
forehead
forest
forget
forgive
forgot(ten)
fork
form
fort
forth
fortune
forty
forward
fought
found
fountain
four
fourteen
fourth
fox
frame
free
freedom
freeze
freight
French
fresh
fret
Friday
fried
friend(ly)
friendship
frighten
frog
from
front
frost
frown
froze
fruit
fry
fudge
fuel
full(y)
fun
funny
fur
furniture
further
fuzzy
gain
gallon
gallop
game
gang
garage
garbage
garden
gas
gasoline
gate
gather
gave
gay
gear
geese
general
gentle
gentleman
gentlemen
geography
get
getting
giant
gift
gingerbread
girl
give(n)
giving
glad(ly)
glance
glass(es)
gleam
glide
glory
glove
glow
glue
go(ing)
goes
goal
goat
gobble
God(ly)
godmother
gold(en)
goldfish
golf
gone
good(s)
good-by(bye)
good-looking
goodness
goody
goose
gooseberry
got
govern
government
gown
grab
gracious
grade
grain
grand
grandchild
grandchildren
granddaughter
grandfather
grandma
grandmother
grandpa
grandson
grandstand
grape(s)
grapefruit
grass
grasshopper
grateful
grave
gravel
graveyard
gravy
gray
graze
grease
great
green
greet
grew
grind
groan
grocery
ground
group
grove
grow
guard
guess
guest
guide
gulf
gum
gun
gunpowder
guy
ha
habit
had
hadn't
hail
hair
haircut
hairpin
half
hall
halt
ham
hammer
hand
handful
handkerchief
handle
handwriting
hang
happen
happily
happiness
happy
harbor
hard
hardly
hardship
hardware
hare
hark
harm
harness
harp
harvest
has
hasn't
haste(n)
hasty
hat
hatch
hatchet
hate
haul
have
haven't
having
hawk
hay
hayfield
haystack
he
head
headache
heal
health(y)
heap
hear(ing)
heard
hears
heat(er)
heaven
heavy
he'd
heel
height
held
hell
he'll
hello
helmet
help(er)
helpful
hem
henhouse
her(s)
herd
here
here's
hero
herself
he's
hey
hickory
hid
hidden
hide
high
highway
hill
hillside
hilltop
hilly
him
himself
hind
hint
hip
hire
his
hiss
history
hit
hitch
hive
ho
hoe
hog
hold(er)
hole
holiday
hollow
holy
home
homely
homesick
honest
honey
honeybee
honeymoon
honk
honor
hood
hoof
hook
hoop
hop
hope(ful)
hopeless
horn
horse
horseback
horseshoe
hose
hospital
host
hot
hotel

hound
hour
house
housetop
housewife
housework
how
however
howl
hug
huge
hum
humble
hump
hundred
hung
hunger
hungry
hunk
hunt(er)
hurrah
hurried
hurry
hurt
husband
hush
hut
hymn
I
ice
icy
I'd
idea
ideal
if
ill
I'll
I'm
important
impossible
improve
in
inch(es)
income
indeed
Indian
indoors
ink
inn
insect
inside
instant
instead
insult
intend
interested
interesting
into
invite
iron
is
island
isn't
it
its
it's
itself
I've
ivory
ivy
jacket
jacks
jail
jam
January
jar
jaw
jay
jelly
jellyfish
jerk
jig
job
jockey
join
joke
joking
jolly
journey
joy(ful)
joyous
judge
jug
juice
juicy
July
jump
June
junior
junk
just
keen
keep
kept
kettle
key
kick
kid
kill(ed)
kind(ly)
kindness
king
kingdom
kiss
kitchen
kite
kitten
kitty
knee
kneel
knew
knife
knit
knives
knob
knock
knot
know
known
lace
lad
ladder
ladies
lady
laid
lake
lamb
lame
lamp
land
lane
language
lantern
lap
lard
large
lash
lass
last
late
laugh
laundry
law
lawn
lawyer
lay
lazy
lead
leader
leaf
leak
lean
leap
learn(ed)
least
leather
leave(ing)
led
left
leg
lemon
lemonade
lend
length
less
lesson
let
let's
letter
letting
lettuce
level
liberty
library
lice
lick
lid
lie
life
lift
light(ness)
lightning
like
likely
liking
lily
limb
lime
limp
line
linen
lion
lip
list
listen
lit
little
live(s)
lively
liver
living
lizard
load
loaf
loan
loaves
lock
locomotive
log
lone
lonely
lonesome
long
look
lookout
loop
loose
lord
lose(r)
loss
lost
lot
loud
love
lovely
lover
low
luck(y)
lumber
lump
lunch
lying
ma
machine
machinery
mad
made
magazine
magic
maid
mail
mailbox
mailman
major
make
making
male
mama
mamma
man
manager
mane
manger
many
map
maple
marble
march (M)
mare
mark
market
marriage
married
marry
mask
mast
master
mat
match
matter
mattress
may (M)
misspell
mistake
misty
mitt
mitten
mix
moment
Monday
money
monkey
month
moo
moon
moonlight
moose
mop
more
morning
morrow
moss
most(ly)
mother
motor
mount

Spelling
Dale List

mountain
mouse
mouth
move
movie
movies
moving
mow
Mr., Mrs.
much
mud
muddy
mug
mule
multiply
murder
music
must
myself
nail
name
nap
napkin
narrow
nasty
naughty
navy
near
nearby
nearly
neat
neck
necktie
need
needle
needn't
Negro
neighbor
neighborhood
neither
nerve
nest
net
never
nevermore
new
news
newspaper
next
nibble
nice
nickel

night
nightgown
nine
nineteen
ninety
no
nobody
nod
noise
noisy
none
noon
nor
north(ern)
nose
not
note
nothing
notice
November
now
nowhere
number
nurse
nut
oak
oar
oatmeal
oats
obey
ocean
o'clock
October
odd
of
off
offer
office
officer
often
oh
oil
old
old-fashioned
on
once
one
onion
only
onward
open
or

orange
orchard
order
ore
organ
other
otherwise
ouch
ought
our(s)
ourselves
out
outdoors
outfit
outlaw
outline
outside
outward
oven
over
overalls
overcoat
overeat
overhead
overhear
overnight
overturn
owe
owing
owl
own(er)
ox
pa
pace
pack
package
pad
page
paid
pail
pain(ful)
painter
painting
pair
pal
palace
pale
pan
pancake
pane
pansy
pants

papa
paper
parade
pardon
parent
park
part(ly)
partner
party
pass
passenger
past
paste
pasture
pat
patch
path
patter
pave
pavement
paw
pay
payment
pea(s)
peace(ful)
peach(es)
peak
peanut
pear
pearl
peck
peek
peel
peep
peg
pen
pencil
penny
people
pepper
peppermint
perfume
perhaps
person
pet
phone
piano
pick
pickle
picnic
picture
pie

piece
pig
pigeon
piggy
pile
pill
pillow
pin
pine
pineapple
pink
pint
pipe
pistol
pit
pitch
pitcher
pity
place
plain
plan
plane
plant
plate
platform
platter
play(er)
playground
playhouse
playmate
plaything
pleasant
please
pleasure
plenty
plow
plug
plum
pocket
pocketbook
poem
point
poison
poke
pole
police
policeman
polish
polite
pond
ponies
pony

pool
poor
pop
popcorn
popped
porch
pork
possible
post
postage
postman
pot
potato(es)
pound
pour
powder
power(ful)
praise
pray
prayer
prepare
present
pretty
price
prick
prince
princess
print
prison
prize
promise
proper
protect
proud
prove
prune
public
puddle
puff
pull
pump
pumpkin
punch
punish
pup
pupil
puppy
pure
purple
purse
push
puss

pussy
pussycat
put
putting
puzzle
quack
quart
quarter
queen
queer
questions
quick(ly)
quiet
quilt
quit
quite
rabbit
race
rack
radio
radish
rag
rail
railroad
railway
rain(y)
rainbow
raise
raisin
rake
ram
ran
ranch
rang
rap
rapidly
rat
rate
rather
rattle
raw
ray
reach
read
reader
reading
ready
real
really
reap
rear
reason
rebuild
receive
recess
record
red
redbird
redbreast
refuse
reindeer
rejoice
remain
remember
remind
remove
rent
repair
repay
repeat
report
rest
return
review
reward
rib
ribbon
rice
rich
rid
riddle
ride(r)
riding
right
rim
ring
rip
ripe
rise
rising
river
road
roadside
roar
roast
rob
robber
robe
robin
rock(y)
rocket
rode
roll
roller
roof
room
rooster
root
rope
rose
rosebud
rot
rotten
rough
round
route
row
rowboat
royal
rub
rubbed
rubber
rubbish
rug
rule(r)
ruble
run
rung
runner
running
rush
rust(y)
rye
sack
sad
saddle
sadness
safe
safety
said
sail
sailboat
sailor
saint
salad
sale
salt
same
sand(y)
sandwich
sang
sank
sap
sash
sat
satin
satisfactory
Saturday
sausage
savage
save
savings
saw
say
scab
scales
scare
scarf
school
schoolboy
schoolhouse
schoolmaster
schoolroom
scorch
score
scrap
scrape
scratch
scream
screen
screw
scrub
sea
seal
seam
search
season
seat
second
secret
see(ing)
seed
seek
seem
seen
seesaw
select
self
selfish
sell
send
sense
sent
sentence
separate
September
servant
serve
service
set
setting
settle
settlement
seven
seventeen
seventh
seventy
several
sew
shade
shadow
shady
shake(r)
shaking
shall
shame
shan't
shape
share
sharp
shave
she
she'd
she'll
she's
shear(s)
shed
sheep
sheet
shelf
shell
shepherd
shine
shining
shiny
ship
shirt
shock
shoe
shoemaker
shone
shook
shoot
shop
shopping
shore
short
shot
should
shoulder
shouldn't
shout
shovel
show
shower
shut
shy
sick(ness)
side
sidewalk
sideways
sigh
sight
sign
silence
silent
silk
sill
silly
silver
simple
sin
since
sing
singer
single
sink
sip
sir
sis
sissy
sister
sit
sitting
six
sixteen
sixth
sixty
size
skate
skater
ski
skin
skip
skirt
sky
slam
slap
slate
slave
sled
sleep(y)
sleeve
sleigh
slept
slice
slid
slide

sling
slip
slipped
slipper
slippery
slit
slow(ly)
sly
smack
small
smart
smell
smile
smoke
smooth
snail
snake
snap
snapping
sneeze
snow(y)
snowball
snowflake
snuff
snug
so
soak
soap
sob
socks
sod
soda
sofa
soft
soil
sold
soldier
sole
some
somebody
somehow
someone
something
sometime(s)
somewhere
son
song
soon
sore
sorrow
sorry
sort
soul
sound
soup
sour
south(ern)
space
spade
spank
sparrow
speak(er)
spear
speech
speed
spell(ing)
spend
spent
spider
spike
spill
spin
spinach
spirit
spit
splash
spoil
spoke
spook
spoon
sport
spot
spread
spring
springtime
sprinkle
square
squash
squeak
squeeze
squirrel
stable
stack
stage
stair
stall
stamp
stand
star
stare
start
starve
state
station
stay
steak
steal
steam
steamboat
steamer
steel
steep
steeple
steer
stem
step
stepping
stick(y)
stiff
still(ness)
sting
stir
stitch
stock
stocking
stole
stone
stood
stool
stoop
stop
stopped
stopping
store
stork
stories
storm(y)
story
stove
straight
strange(r)
strap
straw
strawberry
stream
street
stretch
string
strip
stripes
strong
stuck
study
stuff
stump
stung
subject
such
suck
sudden
suffer
sugar
suit
sum
summer
sun
Sunday
sunflower
sung
sunk
sunlight
sunny
sunrise
sunset
sunshine
supper
suppose
sure(ly)
surface
surprise
swallow
swam
swamp
swan
swat
swear
sweat
sweater
sweep
sweet(ness)
sweetheart
swell
swept
swift
swim
swimming
swing
switch
sword
swore
table
tablecloth
tablespoon
tablet
tack
tag
tail
tailor
take(n)
taking
tale
talk(er)
tall
tame
tan
tank
tap
tape
tar
tardy
task
taste
taught
tax
tea
teach(er)
team
tear
tease
teaspoon
teeth
telephone
tell
temper
ten
tennis
tent
term
terrible
test
than
thank(s)
thankful
Thanksgiving
that
that's
the
theater
thee
their
them
then
there
these
they
they'd
they'll
they're
they've
thick
thief
thimble
thin
thing
think
third
thirsty
thirteen
thirty
this
tho
thorn
those
though
thought
thousand
thread
three
threw
throat
throne
through
throw(n)
thumb
thunder
Thursday
thy
tick
ticker
tickle
tie
tiger
tight
till
time
tin
tinkle
tiny
tip
tiptoe
tire
tired
'tis
title
to
toad
toadstool
toast
tobacco
today
toe
together

toilet
told
tomato
tomorrow
ton
tone
tongue
tonight
too
took
tool
toot
tooth
toothbrush
toothpick
top
tore
torn
toss
touch
tow
toward(s)
towel
tower
town
toy
trace
track
trade
train
tramp
trap
tray
treasure
treat
tree
trick
tricycle
tried
trim
trip
trolley
trouble
truck
true
truly
trunk
trust
truth
try
tub
Tuesday
tug
tulip
tumble
tune
tunnel
turkey
turn
turtle
twelve
twenty
twice
twig
twin
two
ugly
umbrella
uncle
under
understand
underwear
undress
unfair
unfinished
unfold
unfriendly
unhappy
unhurt
uniform
United States
unkind
unknown
unless
unpleasant
until
unwilling
up
upon
upper
upset
upside
upstairs
uptown
upward
us
use(d)
useful
valentine
valley
valuable
value
vase
vegetable
velvet
very
vessel
victory
view
village
vine
violet
visit
visitor
voice
vote
wag
wagon
waist
wait
wake(n)
walk
wall
walnut
want
war
warm
warn
was
wash(er)
washtub
wasn't
waste
watch
watchman
water
watermelon
waterproof
wave
wax
way
wayside
we
weak(ness)
weaken
wealth
weapon
wear
weary
weather
weave
web
we'd
wedding
Wednesday
wee
weed
week
we'll
weep
weigh
welcome
well
went
were
we're
west(ern)
wet
we've
whale
what
what's
wheat
wheel
when
whenever
where
which
while
whip
whipped
whirl
whiskey
whisper
whistle
white
who
who'd
whole
who'll
whom
who's
whose
why
wicked
wide
wife
wiggle
wild
wildcat
will
willing
willow
win
wind(y)
windmill
window
wine
wing
wink
winner
winter
wipe
wire
wise
wish
wit
witch
with
without
woke
wolf
woman
women
won
wonder
wonderful
won't
wood(en)
woodpecker
woods
wool
woolen
word
wore
work(er)
workman
world
worm
worn
worry
worse
worst
worth
would
wouldn't
wound
wove
wrap
wrapped
wreck
wren
wring
write
writing
written
wrong
wrote
wrung
yard
year
yell
yellow
yes
yesterday
yet
yolk
yonder
you
you'd
you'll
young
youngster
your(s)
you're
yourself
yourselves
youth
you've

Robert Hillerich
Spelling Lists Based on Words Appearing Most Frequently in Children's Writing

(* - difficult and high
frequency words; good
for review selection)

Grade 2

4 weeks @ 5 words = 20
23 weeks @ 12 words = 276
296 words

Lesson: 1

is
big
it
not
fun

2

book
look
but
hat
at

3

on
in
me
by
let

4

cat
bed
see
a
I

5

go
can
old
fast
she
eat

fish
put
well
then
father
by

6

into
thing
man
bus
as
his

ball
sing
give
candy
told
ran

7

days
stay
books
call
game
dinner

you
milk
beds
off
went
baby

8

hit
boys
bags
an
has
next

men
like
now
daddy
long
if

9 (Review)

next
then
father
fish
candy
thing

dinner
off
baby
she
daddy
long

10

fat
he
sat
elf
run
name

five
wet
money
hill
*soon
*over

11

going
nice
fly
will
found
to

jump
bring
from
*other
*they
dresses

12

car
best
all
have
made
bird

saw
wish
jaw
*there
*said
*their

Spelling
Hillerich List

13

good
bank
this
that
here
cold

balls
help
Santa
*what
*where
Christmas

14

my
park
for
am
try
ice

are
four
with
*when
houses
*didn't

15 (Review)

didn't
their
other
they
over
money

when
there
what
said
where
from

16

cap
week
dad
mouse
do
eating

happy
dear
jumped
*after
story
*people

17

no
sun
was
last
away
today

ride
helping
take
*school
read
*because

18

may
ring
toy
box
one
green

of
*your
took
been
Indian
dressed

19

and
more
food
start
her
sit

say
store
water
fishing
before

20

be
card
or
room
owl
find

new
three
much
*our
getting
running

21 (Review)

people
after
because
school
your
our

room
getting
before
Indian
been
dressed

22

feet
way
time
got
sleep
doll

fire
coat
brings
dress
white
*little

23

red
lake
home
did
playing
glad

work
*house
balloon
girl
train
*around

24

up
day
boot
live
fireman
hen

back
mother
just
brother
*know
coming

25

the
duck
pen
us
boy
calling

stop
*about
feel
*who
use
letter

26

yes
hand
pan
tree
come
called

tell
too
*very
gave
*think
*could

27 (Review)

know
little
around
coat
white
balloon

who
use
letter
very
think
could

28

dog
kitten
paw
bad
love
saying

down
lot
*want
*night
first
hurt

29

cow
barn
make
bag
him
two

games
*don't
*were
keep
any
*every

30

dark
walk
doing
so
get
snow

some
*them
sister
black
morning
*would

31

cake
year
came
pet
out
play

apple
how
ask
blue
bang
yellow

32 (Review)

want
were
don't
every
would
morning

yellow
blue
ask
first
night
hurt

Spelling
Hillerich List

Grade 3

27 weeks @ 17 words = 459 words
(+5 review @ 17 each)

1

jar
hall
fell
clay
pool

swim
salt
keeper
clean
wash
mail

tire
summer
bet
*upon
stories
curl

2

ten
lamp
lives
rope
robin

soap
team
rug
yet
table
afternoon

second
strong
weed
teach
tired
uncle

3

ink
need
Mr.
sea
cowboy

head
pick
sound
near
child
word

dream
why
only
Tuesday
*doesn't
*caught

4

ham
art
singer
funny
nine

kiss
floor
wind
turn
lasted
pond

*that's
supper
boxes
met
*teacher
pencil

5

tan
town
kite
mud
stand

boat
move
show
talk
nose
sorry

puppy
mailman
aunt
*clothes
catch
putting

6

win
line
land
cart
string

city
lived
clock
low
air
pin

asking
making
downstairs
*brought
*always
*piece

7

became
door
moon
gate
along

dish
part
world
mile
cannot
hid

dirt
good-by
better
broke
chief
bigger

8 (Review)

uncle
stories
doesn't
always
brought

piece
pencil
nose
that's
broke
clothes

teach
better
only
sorry
catch
ink

9

king
asks
pull
end
paper

babies
sky
birds
oh
bear
someone

let's
also
everybody
lovely
animal
*until

10

gun
thank
nut
slide
right

class
I'll
others
fight
each
I'm

desk
asked
place
tribe
littlest
again

11

ship
inside
pole
net
high

truck
hide
party
own
player
colder

begin
*Mrs.
eight
kept
chicken
south

12

fine
rock
leg
bath
won

body
bread
longer
gray
behind
drop

change
merry
across
*friend
goes
heard

13

cage
hair
far
helper
burn

add
blow
paint
dance
plant
sometime

fair
both
Santa Claus
anything
learn
third

14 (Review)

everybody
heard
animal
someone
inside

behind
desk
tribe
littlest
again
until

asked
learn
change
lovely
helpers
Santa Claus

15

six
outside
send
shop
test

born
pony
road
gone
lay
lunch

rider
fed
seen
church
picture
watch

16

kind
camp
stove
bone
melt

snowball
small
reading
set
meat
than

deep
drive
late
lion
carry
race

Spelling
Hillerich List

17

swing
light
cry
pink
log

winter
close
bright
left
flying
spell

neck
*buy
*leave
sister's
boy's
country

18

under
band
top
mad
brown

flat
cent
street
even
please
shall

birthday
I'd
great
*wasn't
says
visit

19

working
feed
grow
hay
pie

Monday
dishes
arm
full
cream
something

throw
*few
knowing
hadn't
began
using

20 (Review)

visit
sister's
birthday
watch
lion

fed
didn't
leave
church
wasn't
lunch

buy
few
pictures
says
something
I'd

21

key
kill
open
sang
same

lock
bark
boots
hold
can't
cook

front
children
*almost
*we're
raw
which

22

wool
hop
egg
most
song

hunt
ago
window
bunny
sell
does

basket
giant
rabbit
taking
tiger
Easter

23

mine
tall
fill
bell
hard

mix
round
sick
spring
poor
done

meet
pair
*many
*another
large
stopper

24

garden
lost
fall
sheep
foot

rain
liked
eye
warm
corn
brothers

horse
these
*should
cookies
ice cream
*Saturday

25

rose
side
face
news
frog

flag
flower
bit
miss
likes
Friday

closer
ground
used
wear
mean
*thought

26 (Review)

giant
Saturday
mean
face
tiger

used
raw
children
likes
cookies
ice cream

should
many
another
thought
Easter
bunny

27

drink
cup
hope
ear
next

gift
shot
grade
ever
hear
wait

apples
knew
might
biggest
happiest
greatest

28

must
Sunday
river
pig
bud

push
storm
trip
stick
hello
hole

loud
chair
having
Thursday
happily
happier

29

darts
looking
seed
skin
fox

bee
thick
grass
lip
once
sent

yours
while
above
we'll
theirs
they're

30

mark
named
tonight
cut
never

tent
rest
ate
farm
those
sled

write
laid
feeling
giving
afraid
Wednesday

31

wing
wood
hot
bat
bug

sand
number
its
it's
dime
still

bringing
closed
guess
*pretty
*color
stopped

32 (Review)

biggest
pig
we'll
ever
pretty

color
guess
it's
happiest
apples
afraid

giving
bringing
Wednesday
write
knew
might

Spelling
Hillerich List

Grade 4

27 weeks @ 20 words = 540
(+5 review @ 20 each)

1

grand
son
thin
life
smart

bean
seat
rather
rubber
fry

September
bottle
aren't
*whole
bought

wrote
hasn't
shouldn't
mountain

2

less
alike
wide
alive
pay

block
dry
baseball
spider
cabin

bike
brighter
listen
skate
mother's

often
*decide
Dad's
sign

3

spot
die
step
date
point

join
airport
woke
tooth
thankful

rode
ticket
enjoy
finish
library
build

fifty
careful
paid
wreck

4

post
bedroom
lead
brave
horn

he's
meal
October
drove
space

spend
o'clock
grew
*there's
awhile

*I've
orange
kitchen
twelve
*surprise

5

wheel
sport
past
north
brick

cost
purple
seal
tiny
fur

ahead
circle
movie
present
worm

6

pot
wolf
midnight
dig
ocean

alone
hotel
trick
treat
size

weather
ghost
drew
upstairs
Halloween

7

gold
kid
bill
awake
ant

goat
short
shore
pass
half

playground
felt
bowl
moss
*family

8 (Review)

mother's
coffee
surprise
twelve
o'clock

whole
family
wreck
witch
certain

careful
spider
mountain
I've
answer

5 cont'd

death
month
saddle
barrel
coffee

6 cont'd

witch
follow
agent
plain
*though

7 cont'd

*answer
cheese
America
telephone
women

8 cont'd

though
America
Halloween
there's
decide

9

case
page
oil
slip
nail

fix
November
noon
daylight
break

desert
wagon
pound
ready
isn't

bare
led
eighteen
*through
*threw

10

grandfather
grandmother
age
inch
grandpa

grandma
math
penny
God
coin

turkey
beg
noise
company
Thanksgiving

either
stood
angel
evening
whose

11

asleep
without
become
dive
bake

hook
reach
fence
brush
dead

real
holiday
program
nearly
roll

tight
laugh
trouble
enough
microscope

12

fit
wall
rainy
gum
row

December
hung
pack
stock
amount

nobody
phone
slept
candle
bloom

somewhere
wore
*together
reindeer
sleigh

13

rice
slow
list
cast
ruler

free
true
suit
held
track

eve
loose
voice
brother's
easy

14 (Review)

reindeer
sleigh
through
microscope
trouble

minute
company
won't
shoot
wore

evening
December
whose
threw
Thanksgiving

15

belong
driver
butter
sack
nurse

shirt
mind
farmer
base
dirty

hurry
*maybe
bottom
earth
famous

16

drank
luck
tip
beside
mice

seem
twenty
silk
mess
teeth

sleepy
sunny
mostly
silver
valley

Spelling
Hillerich List

13 cont'd

*won't
busy
between
shoot
*minute

14 cont'd

together
brother
enough
isn't
laugh

15 cont'd

early
planet
cotton
you'll
bullet

16 cont'd

woman
sight
coal
engine
toward

17

cover
spoke
east
state
slid

arrow
sweet
spoon
shoe
rocket

nothing
everywhere
scare
*everyone
haven't

poem
during
worry
doctor
*sudden

18

spent
west
rang
report
forgive

crash
beach
fort
hang
dug

bite
spread
clothing
pocket
chase

police
pants
January
*remember
February

19

mouth
glass
sharp
care
study

tear
bow
yard
yesterday
soft

star
stairs
*wrong
monkey
raise

pear
fairy
button
thirty
marry

20 (Review)

sudden
rocket
toward
wrong
planet

bullet
silver
remember
button
doctor

thirty
February
everyone
worry
maybe

you'll
January
coal
engine
cotton

21

jet
March
cab
sad
finger

bush
cool
thousand
highway
wooden

able
health
gym
sugar
young

22

crown
trap
forgot
sold
note

fireplace
taken
cross
tie
snake

war
draw
beat
load
breakfast

23

lawn
plan
map
smoke
ranch

seven
sore
cloth
sale
tail

sir
somebody
blew
corner
Mister

24

queen
dust
shape
rule
zoo

wife
peas
climb
everything
wheat

self
leaves
*happen
picnic
attack

21 cont'd

middle
magic
*couldn't
*reason
league

22 cont'd

fresh
freeze
hungry
catcher
*believe

23 cont'd

cause
different
board
fourth
tomorrow

24 cont'd

quick
quiet
field
mighty
business

25

cave
shell
smell
save
wire

deer
sock
airplane
wonder
club

share
April
anybody
captain
sure

*wouldn't
fifteen
secret
instead
diamond

26 (Review)

happen
tomorrow
believe
catcher
league

diamond
middle
board
couldn't
reason

secret
mighty
hungry
wouldn't
fourth

instead
somebody
sure
cause
problem

27

May
tea
rich
newspaper
jail

plane
trade
branch
lamb
seventh

flew
forest
single
circus
heart

princess
quit
else
special
*you're

28

chop
heat
unless
honey
pipe

strange
shout
army
plenty
spelling

heavy
knee
invite
knife
potato

Bible
whistle
cousin
cabinet
*beautiful

29

pop
job
August
match
being

lie
crew
broken
lady
huge

himself
such
policeman
brain
oak

30

feast
bunch
herself
smile
stage

enter
cattle
chew
June
feather

chick
silly
stuck
cottage
interesting

31

nap
junk
sail
till
belt

person
porch
July
spy
myself

history
hour
anyway
station
patch

32 (Review)

whistle
ankle
beautiful
Bible
cousin

chocolate
probably
cabinet
you're
special

person
mirror
squirrel
potato
heart

29 cont'd	30 cont'd	31 cont'd	32 cont'd
bubble	problem	vacation	else
already	act	hundred	sew
mirror	escape	sew	princess
recess	really	ankle	quit
squirrel	*probably	chocolate	hundred

Grade 5

27 weeks @ 20 words = 540
(+5 review @ 20 each)

1

golden
shake
fork
jelly
basketball

contest
flash
explore
guide
changed

hockey
polite
fifth
stare
verse

view
creek
aim
weigh
wrap

2

unhappy
cement
rise
spoil
soup

bench
northern
battle
leaf
prize

seventy
lonesome
forward
court
American

capital
metal
whether
continue
*against

3

main
sheet
apart
welcome
slave

toast
prove
sink
lazy
fool

sweater
nation
theater
carried
machine

worth
fields
minutes
careless
earliest

4

score
oven
science
kick
trail

boss
brook
important
group
crack

sour
iron
lace
ladies
address

juice
choice
since
allow
*course

5

gay
trust
clear
safe
peace

jolly
discover
center
speak
breath

adventure
dangerous
signed
daughters
causes

6

below
pointed
she's
float
ditch

sort
bucket
elephant
island
return

angry
strike
bait
electric
pumpkin

7

tore
leather
shine
speed
ill

path
lean
begun
lesson
trunk

ugly
struck
acre
geese
chain

8 (Review)

certainly
worst
scene
possible
earliest

pitcher
whether
continue
minutes
explain

view
stomach
against
allow
awful

Spelling
Hillerich List

5 cont'd

possible
piano
pitcher
awful
certainly

6 cont'd

seek
you've
heel
worst
stomach

7 cont'd

reasons
explain
thief
scene
speech

8 cont'd

heel
weigh
speech
course
wrap

9

wild
sunshine
weak
hate
remind

United States
whenever
nor
cloud
fellow

period
restless
folks
who's
finally

force
pale
themselves
model
rotten

10

stone
power
blast
broom
fold

thunder
earn
scared
mistake
raft

officer
scream
puddle
cousins
throat

cheek
flies
remembered
borrow
carefully

11

bar
torn
blood
yell
navy

peach
turtle
pail
chose
bravery

anyone
hammer
taught
truth
fought

blond
toss
unknown
slippery
neighbor

12

grape
sixth
tax
vine
dare

plate
grown
fried
fact
chalk

birth
except
purse
known
closet

practice
anyhow
several
celebrate
pleasant

13

yourself
lad
rid
sidewalk
mill

lift
check
least
united
neat

ax
perfect
artist
factory
forty

14 (Review)

model
submarine
blood
pleasant
usually

neighbor
themselves
slippery
sidewalk
several

remembered
celebrate
flies
rotten
yelled

15

chance
count
clown
railroad
shelf

modern
trace
pillow
hobby
he'll

wonderful
expect
appear
among
brighten

16

onto
bull
form
spare
signal

leap
scout
understand
matter
pal

basement
perhaps
knit
sentence
dozen

13 cont'd

promise
submarine
language
beauty
usually

14 cont'd

beauty
promise
pale
borrow
carefully

15 cont'd

blouse
sandwich
wrist
surrounded
sincere

16 cont'd

knocked
government
destroy
canoe
cellar

17

leader
nature
joke
march
breeze

we'd
holidays
what's
couple
bother

pitch
capture
motor
useful
you'd

question
excuse
lose
earlier
sense

18

bathing
bend
airplanes
cash
tank

blown
she'll
straw
freedom
harm

comb
message
needle
steal
brake

favorite
honor
search
lying
forgotten

19

anywhere
duty
toe
subject
protect

foolish
pile
seventeen
season
dreamed

husband
fruit
press
apron
baking

choose
climbed
supply
suppose
saucer

20 (Review)

holiday
question
government
suppose
forgotten

excuse
March
sandwich
climbed
cellar

saucer
destroy
sincere
lose
wrist

earlier
search
lying
pillow
knocked

21

goose
wake
wave
drum
order

deliver
touch
blanket
noises
pasture

moment
sneeze
joy
future
lonely

22

county
butterfly
bent
rainbow
farther

softball
fear
gentle
sweep
double

tune
quarter
quickly
although
queer

23

market
sank
shut
sixteen
law

coast
sixty
drill
notice
proud

bold
weight
worse
copy
upper

24

price
gown
booklet
roof
pump

favor
wipe
waste
none
reached

idea
industry
shook
suffer
unfair

Spelling
Hillerich List

21 cont'd

background
pilot
empty
believed
Negro

22 cont'd

quietly
built
pieces
happiness
citizen

23 cont'd

laundry
thirteen
ought
haul
regular

24 cont'd

drown
bicycle
surprised
believing
beginning

25

glove
hike
powder
braver
deck

mask
office
western
froze
gasoline

frost
enemy
choke
figure
stuff

terrible
tough
rough
bicycles
receive

26 (Review)

beginning
rough
tough
citizens
surprised

receive
background
Negro
built
believed

happiness
empty
thirteen
haul
pieces

stuff
regular
terrible
quietly
believing

27

pain
blame
square
stream
grant

ladder
blind
taste
pleased
twice

buffalo
fail
meeting
repair
screen

million
helicopter
furniture
suggest
journey

28

charge
rake
aid
bridge
edge

congress
agree
skirt
flood
oranges

burned
dew
garage
crowd
television

ache
weren't
general
guard
niece

29

hours
besides
drawing
thorn
action

whom
dried
package
radio
honest

hospital
stake
caused
stole
bacon

30

obey
cape
tool
soil
danger

thread
invent
cheer
cute
distance

crumbs
excited
extra
bulb
stamp

31

prince
shade
master
fog
hose

forever
roar
monster
Washington
travel

village
eleven
maid
coach
laughed

32 (Review)

accident
niece
faint
imagine
helicopter

journey
guard
poison
breathe
unusual

ache
suggest
crackers
dollar
easily

29 cont'd	30 cont'd	31 cont'd	32 cont'd
cities	crackers	chimney	answered
president	faint	poison	laughed
unusual	answered	dollars	bananas
easily	breathe	banana	weren't
imagine	accident	especially	especially

Spelling
Hillerich List

Grade 6

27 weeks @ 20 words = 540
(+5 review @ 20 each)

1

pray
remain
shaking
value
courage

native
speeding
seasons
actually
straight

directions
final
traveling
stir
lightning

brakes
daily
arrive
neighborhood
astronaut

2

drift
wound
print
effort
orbit

conduct
advance
feathers
improve
insect

borrowed
magazine
creep
creatures
ceiling

arrange
ski
lettuce
strangely
college

3

sailor
crime
port
mate
silent

sigh
formed
original
mystery
museum

calm
reply
capsule
accomplish
height

recognize
length
dessert
professor
aisle

4

demand
apartment
rush
collect
drag

handle
dull
salad
protection
ancient

settlement
anxious
surface
stiff
beard

machines
entered
losing
doubt
naughty

5

method
wheels
buildings
direct
duties

condition
direction
smooth
central
university

bury
all right
announced
relief
difference

6

beyond
clouds
shaped
vote
design

alarm
castle
smiled
joined
giants

blooming
narrow
bothering
contain
society

7

bounce
whale
create
safety
movement

passage
meanwhile
boom
comfortable
fault

chances
waist
entire
circles
cracked

8 (Review)

doubt
planning
position
decided
pirate

naughty
medicine
grocery
author
strangely

neighborhood
decided
astronaut
losing
appointment

5 cont'd

series
attic
pirate
position
medicine

6 cont'd

soldiers
planning
drumming
balanced
grocery

7 cont'd

daughters
fasten
decided
author
appointment

8 cont'd

entered
balanced
fasten
arrived
drumming

9

greet
student
flame
slight
peanut

divide
bound
level
written
deed

camera
settle
sword
yield
gather

similar
allowed
account
practically
fountain

10

within
hollow
thousands
depend
sample

section
swept
operation
fooled
chosen

prepare
composition
knock
population
difficult

collar
forth
embarassed
costume
blizzard

11

shown
record
bay
deal
purpose

whisper
fuel
eighth
steel
channel

advice
labor
union
accidentally
rescue

expected
exclaim
perfume
calendar
heavily

12

century
file
writer
manage
liquid

swift
chest
decorate
removed
exciting

haunted
serve
experience
guest
service

knowledge
fierce
innocent
supplies
angrily

13

ourselves
property
delight
silence
pure

located
Europe
member
powerful
calmly

14 (Review)

principal
fountain
forth
practically
supplies

principle
account
fierce
blizzard
ninety

15

furnish
timber
support
council
portable

fever
object
automatic
command
various

16

lack
tried
split
claim
style

admit
discovered
voyage
realize
conversation

13 cont'd

electricity
compared
allowance
collecting
opinion

healthy
ninety
handkerchief
principal
principle

14 cont'd

calendar
handkerchief
embarassed
costume
angrily

exclaimed
heavily
opinion
section
expected

15 cont'd

manner
transportation
nineteen
handsome
bunches

empire
nuclear
extremely
refrigerator
hurrying

16 cont'd

afford
praise
buried
association
scenery

struggle
control
quarrel
article
receiving

17

frozen
charged
tunnel
popular
prevent

clerk
heaven
finished
southern
dumb

awoke
terribly
junior
strength

organ
correct
character
noticed
frightened

18

angle
we've
equal
crop
sandwiches

measure
quality
owner
amazed
success

consider
capitol
agreed
ribbon
breathed

wander
pleasure
pattern
intelligent
assignment

19

avoid
jungle
cheap
slower
reward

shovel
include
ordinary
soldier
judge

argument
passenger
border
examination
ashamed

pajamas
exercise
excellent
pupil
nickel

20 (Review)

consider
assignment
pleasure
pupil
excellent

article
nickel
wander
hurrying
refrigerator

receiving
frightened
character
exercise
struggle

pattern
quarrel
avoid
ordinary
include

21

habit
envelope
defeat
tasted
partner

22

result
flight
whatever
tablet
dairy

23

canyon
mount
boil
P. M.
tongue

24

type
department
interest
natural
statement

21 cont'd

thinking
gang
freezing
pour
balance

valuable
civilization
organization
instance
ironing

excused
attend
opposite
evidence
material

22 cont'd

cheerful
holy
fourteen
itself
speaker

flow
manufacture
altogether
education
wherever

captured
approached
division
treasure
restaurant

23 cont'd

A. M.
energy
cell
temple
complete

scientist
spirit
declare
shoulder
cough

burst
favorites
foreign
curtain
etc.

24 con't

damage
recently
settled
event
according

occurs
appeared
attempt
autumn
human

blossom
national
average
barely
attention

General Guidelines for Grammar Instruction

A child comes to school with knowledge of the spoken word as demonstrated by his use of the basic sentence patterns of our language. There has been a tendency in the past to move from this intuitive understanding to formalized instruction before a child could grasp the abstractions of grammar. Too frequently this has contributed to an active dislike of formal English instruction. Analysis can wait until the child is intellectually mature enough to truly comprehend and use analytic labels effectively. Our task is to increase inherent understanding of his language by providing opportunities for him to use and experiment with it.

In the elementary grades students will be given basic sentence patterns to study and explore with the teacher. Children will be provided with many opportunities to write and speak about topics consistent with their knowledge and interests, using these sentence patterns, and applying skills they are acquiring as a result of instruction in mechanics and usage. If instruction is sequential, purposeful, and consistent with a child's level of understanding, the child's ability to write and speak correctly should show relatively consistent growth. The following criteria are suggested for teacher-student evaluation of this growth:

1. Did I say what I wanted to say?
2. Did I say it in an interesting way?
3. Does my reader (or listener) understand what I mean?
4. Did I say it correctly?

While these criteria are valid for both speaking and writing, this section of the Language Arts Guide is designed to focus on writing skills, with the understanding that teachers will correlate instruction in speaking skills wherever applicable.

As determined in our survey of the district, the term "Grammar" has had a variety of connotations. For our instructional purposes, the section of the guide dealing with grammar is sub-divided into four components - mechanics, usage, sentence structure, and their application in composition. In order that all teachers will share a common understanding of terms, they are defined as follows:

Mechanics, generally speaking, includes the written symbols that provide clarity for the reader that vocal inflections, intonations, and pauses provide for the listener.

Usage is concerned with the appropriateness of language (formal and informal) in context

Sentence structure is the development of thoughts into organized word patterns.

Teacher and student expectations in each area will be based upon the instruction that the child has had, as outlined on the following pages. Where charts are provided, intensive instruction is designated by an asterisk. Readiness and informal instruction precedes this year, and maintenance follows. For example, intensive instruction in capitalization of the first word in the sentence is designated for the third grade. It is introduced at the first grade. After third grade instruction, the expectation for most children is that they will capitalize the first letter of the first word in a sentence when they write independently or are given exercises to do. However, review will be necessary in order that the skill is maintained. Periodic writing samples from children will provide the basis for analysis of errors and indicate when review is necessary.

The readiness stage for grammar skills is just as real and necessary as it is for reading skills. The committee has attempted to place emphasis and intensive instruction at an appropriate grade level so that readiness will have been established and most of the students will be successful. It is suggested that proofreading and correction of student writing be focused only on those items or skills that have been assigned for previous and/or present intensive instruction.

This is not a totally inclusive list. Skills designated are those considered most important by the grammar committee and those needed in other areas of the curriculum.

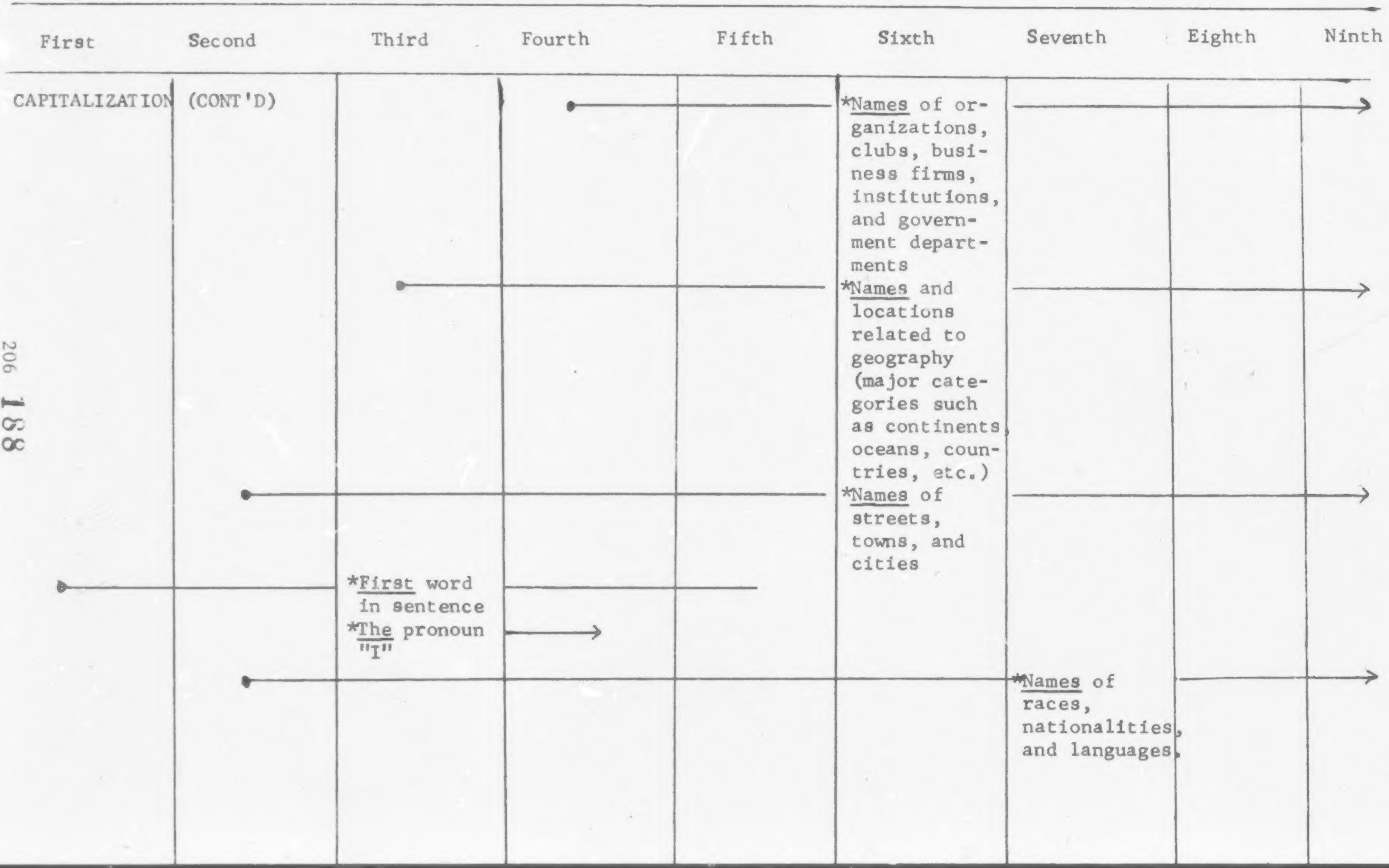
● Introduction
*Emphasis
→ Mainenance

Mechanics

	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
APOSTROPHE									
	●				*In contractions				→
		●				*Singular possessives			→
			●				*Plural possessives (both regular and irregular		→
CAPITALIZATION									
	●			*Names of persons, nicknames, titles					→
	●			*Names of days of the week, months of the year, and special days					→
	●			*Names of family relationships such as Mother, Father, Aunt, Uncle					→
			●			*Names of buildings and monuments			→

Mechanics

● Introduction
*Emphasis
→ Maintenance



First
Second
Third
Fourth
Fifth
Sixth
Seventh
Eighth
Ninth

CAPITALIZATION (CONT'D)

*Names of organizations, clubs, business firms, institutions, and government departments

*Names and locations related to geography (major categories such as continents, oceans, countries, etc.)

*Names of streets, towns, and cities

*First word in sentence

*The pronoun "I"

*Names of races, nationalities, and languages.

Mechanics

● Introduction
*Emphasis
→ Maintenance

CAPITALIZATION (CONT'D)

First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
	●				*The first word and all nouns in the salutation of a letter *The first word in the closing of a letter	→	→	→
		●					*Names of periods, events, and documents of historic importance *In a conversation *States and postal abbreviations of states	→
					●			*In a quoted sentence
		●			*Trade Names	→	→	→
		●			*Titles - Mr., Mrs., Miss, Ms., Dr., Rev.	→	→	

● Introduction
*Emphasis
→ Maintenance

Mechanics

	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
CAPITALIZATION (CONT'D)			●				*Names of stars, planets, and constellations		→
				●			*First, last, and all other important words in the titles of articles, short stories and books		→
			●				*First word in a line of poetry		→
				●				*Names of political parties	→
					●				*First word in each topic of a an outline
							●		*Bibliography
COLON	●				*In numerical expression of time				→
			●			*Introduction of a list			→

Mechanics

○ Introduction
* Emphasis
→ Maintenance

	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
COLON (CONT'D)				●		*After the salutation in a business letter	→	→	→
COMMA									
	●					*Between cities, towns and states	→	→	→
	●					*Between day of month and year	→	→	→
		●				*After salutation and closing of a friendly letter	→	→	→
				●		*After closing of a business letter	→	→	→
						●		*In a direct quote	→
				●				*Words in a series	→
					●			*Introductory elements	→
							●		*Bibliographies

● Introduction
*Emphasis
→ Maintenance

Mechanics

	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
COMMA (CONT'D)							●		*Sentence modifiers: Verbal Adjective Adverb Prepositional phrases
							●		*Compound sentences
						●			*Appositive
									●To separate parts in source of notes
									●Logic and clarity
									●Subordinate clauses
									●Parenthetic expression
									●Nonrestrictive adjective clause
EXCLAMATION MARK				●			*Command		→
				●			*Emphasis		→
HYPHEN			●			*To divide words at the end of a line			→

Mechanics

● Introduction
*Emphasis
→ Maintenance

	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
HYPHEN (CONT'D)									
					●	*Numbers	→	→	→
					●		*In some compound words	→	→
INDENTING									
		●				*Letter writing	→	→	→
		●						*Paragraph	→
					●			*Change of speaker	→
ITALICS									
				●			*Titles	→	→
				●			*Words used as words	→	→
PERIOD									
	●		*End punctuation in statement	→	→	→	→	→	→
	●		*After request that does not exclaim	→	→	→	→	→	→
			●					*State abbreviations (old method)	→
					●			*Written conversation	→

● Introduction
*Emphasis
→ Maintenance

Mechanics

	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
PERIOD (CONT'D)			●			*Abbreviated titles			→
		●			*Initials *In legal signature				→ →
QUESTION MARK	●		*End punctuation in question						→
QUOTATION MARKS				●			*Titles of short stories, poems, and articles		→
			●					*In conversation	→
									Quote within a quote
SEMICOLON							●		→
UNDERLINING				●					*Titles of books, newspapers, and magazines

Making Nouns Possessive

(for teacher reference)

1. Possessive nouns normally function as adjectives in a sentence. Most possessive formations fall into three categories

   A. To show possession by a singular noun, add an apostrophe and s.
      boy, boy's; horse, horse's; cat, cat's; Les, Les's

   Note that to show possession by a singular noun ending in s, add only an apostrophe unless a new syllable is formed in the pronunciation of the possessive.
      Simmons' factory; Mr. Jones's book

   B. To show possession by a plural noun that ends in s, add an apostrophe.
      boys, boys'; horses, horses'; cats, cats'.

   C. If the plural does not end in s, add an apostrophe and s.
      women, women's; children, children's; men, men's.

2. With few exceptions, nouns that name inanimate objects do not have possessive forms. Possession is shown by making such a noun part of a prepositional phrase.

Right:	the roof of the house	the drawers of the desk
Wrong:	the house's roof	the desk's drawers
Exceptions:	a year's salary, a day's work, today's assignment	

Note: Many times the possessive will function better as a descriptive adjective. For example: door of the car, car door.

3. To form the possessive of a compound noun, add apostrophe s to the last word.

   sister-in-law, sister-in-law's; vice-president, vice-president's.

4. To form the possessive of a group of words containing a single idea, add an apostrophe s to the last word.

   Elise and Ted's house
   Hays, Hodgdon, and Smith's office

Usage

Correct usage as determined by grammatic analysis will be delayed until high school. Emphasis before that time will be on sound and pattern. For the child who is accustomed to correct standard usage, many items listed for instruction on the following chart are used correctly without instruction. Conversely, for the child who hears "sub-standard" English, correct forms frequently sound incorrect. It is imperative that teachers approach usage instruction in such a way that a child's culture is not insulted.

While instructional emphasis is designated for specific grade levels, the ultimate guide must be the teacher's awareness of the necessity for modification of expectation. As in other skills, these skills must be maintained by review and selected practice throughout the grades.

Usage

° Introduction
*Emphasis
→ Maintenance

	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
ADJECTIVE-ADVERB CONFUSION							°		* →
AGREEMENT OF SUBJECT-VERB						°		*	→
COLLOQUIAL LANGUAGE							°		* →
COMPARATIVE AND SUPERLATIVES			°					*	→
CONTRACTIONS		°				*don't- doesn't isn't- aren't wasn't- weren't			→
				°				*your- you're their- they're- there its-it's	→

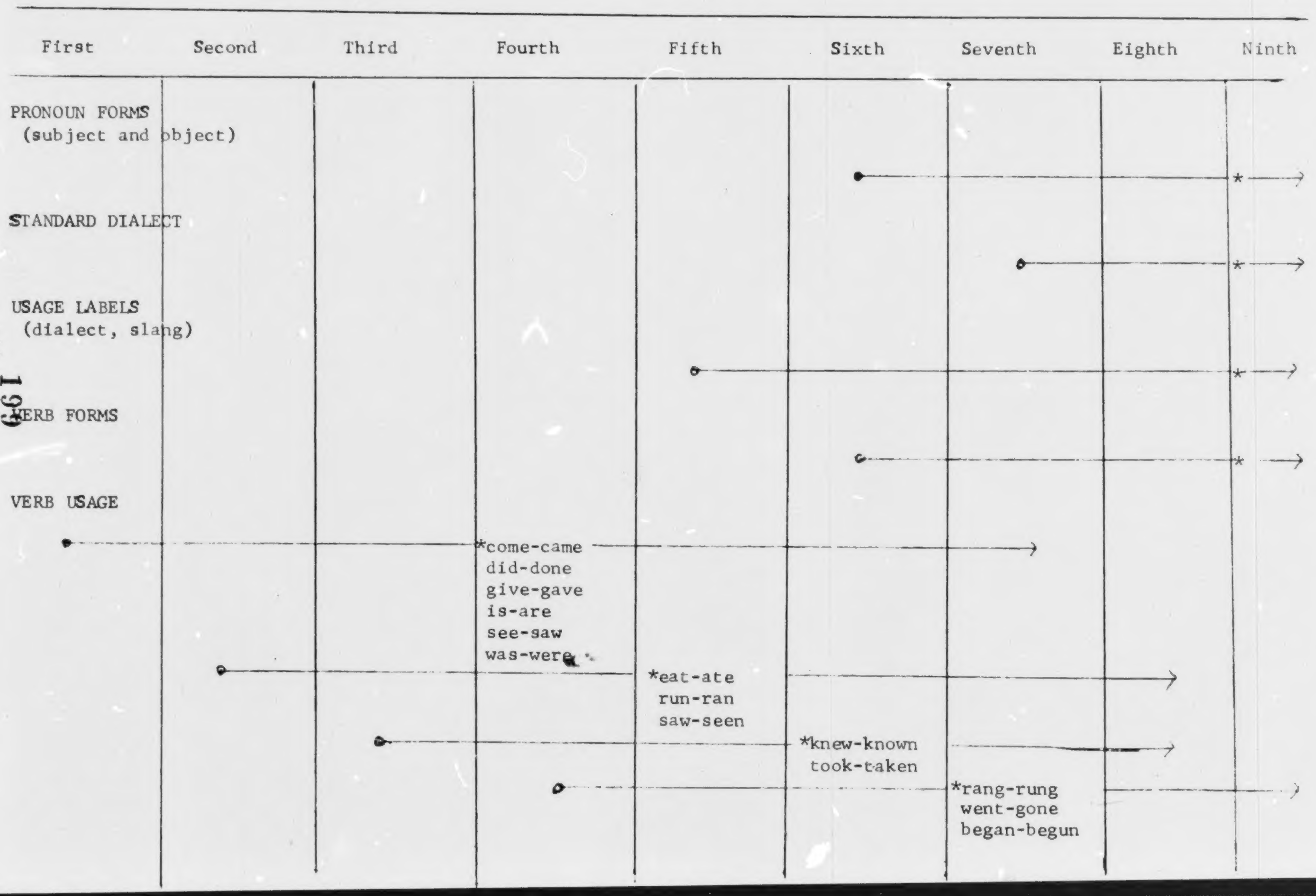
Usage

•Introduction
*Emphasis
→Maintenance

	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
DETERMINERS		•		* a-an			→		
			•		*this-these-that that-those-them			→	
				•				*it's-its their-they're-there your-you're	→
DOUBLE NEGATIVE				•				*	→
DOUBLE SUBJECT				•				*	→
NAMING SELF LAST	•						*		→

Usage

● Introduction
*Emphasis
→ Maintenance


First
Second
Third
Fourth
Fifth
Sixth
Seventh
Eighth
Ninth
PRONOUN FORMS
(subject and object)
STANDARD DIALECT
USAGE LABELS
(dialect, slang)
VERB FORMS
VERB USAGE
*come-came
did-done
give-gave
is-are
see-saw
was-were
*eat-ate
run-ran
saw-seen
*knew-known
took-taken
*rang-rung
went-gone
began-begun
*
*
*
*

● Introduction
*Emphasis
→ Maintenance

Usage

	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
VERB USAGE (CONT'D)									
				●			* wrote-written		→
					●			*began-begun blew-brought grew-grow lie-lay sit-set-sat	→
						●			*throw → broke-broken burst chosen drew drove fallen flown froze stolen torn
							●		*should have have been
WORD CHOICE									
			●					*to-two-too learn-teach their-they're-there	

Sentence Structure

Knowledge of sentence structure evolves from intuitive understanding of the language. Proficiency and flexibility are acquired through instruction. In the elementary grades children will be introduced to the basic sentence patterns so that they may develop an awareness that there is structure in language. At the Junior High level instruction will focus on expansion and transformation of basic patterns. All instruction should have as its goal the power to handle sentences in such a way that the child can express himself with precision and can communicate his ideas effectively and in an interesting way.

There are seven sentence patterns which form the basis for all sentences used in English. These provide a frame-work for instruction in sentence structure. It is understood, however, that knowing "Boys throw balls." belongs to Basic Sentence Pattern 2 is not a goal in and of itself. It is the task of a creative teacher to judge how much emphasis is enough and how much is too much. Grade level designations for introduction and intensive study are shown, and should be appropriate for most children.

Sentence Structure: Basic Sentence Patterns

The following is a table demonstrating model sentences, with terminology and classification used by the "old" American Book Company, OUR LANGUAGE TO-DAY, and the corresponding terminology of the present pilot adoption. It is important that teachers use the new terminology and approaches, and that they provide a bridge for children by referring to the terms they have used previously.

A sentence is a noun phrase and a verb phrase.
S NP + VP

	Model Sentences		Basic Sentence Pattern	
			Pilot	Old Am.
Introduction - 1	NP	(V)	BSP-1	N-V
Intensive study - 4	Dogs	chew.		
Introduction - 4	NP	(V+NP	BSP-2	N-V-N
Intensive study - 6	Dogs	chew bones		
Introduction - 5	NP	(be+NP)	BSP-3	N-LV-N
Intensive study - 8	Dogs	are eaters		
Introduction - 5	NP	(be+Adj.)	BSP-4	N-LV-Adj.
Intensive study - 8	Dogs	are small.		
Introduction - 5	NP	(be+Adv.p)	BSP-5	N-V
Intensive study - 8	Dogs	are in the yard.		
Introduction - 5	NP	LV+NP	BSP-6	N-LV-N
Intensive study - 8	Dogs	become hunters		
Introduction - 5	NP	LV+Adj.	BSP-7	N-LV-Adj.
Intensive study - 8	Dogs	become tired.		
Introduction - 8	The child gave the dog a bone.			
Intensive study - 9	The child named the dog Max.			N-V-N-N

Note: "be" - those verbs which state a condition
"LV" - "be" verbs and others such as "seem" and "appear" which link the subject with a predicate word.

Expansion and Modification of

Basic Sentence Patterns

Basic Sentence Patterns are given to provide foundation for the teacher, and at the appropriate grade level for the student in analyzing language. Basic sentence patterns may be expanded/modified without changing the classification of the sentence. This technique should be used judiciously with the children to increase the interest and precision of their writing. Continued exploration and practice in using these patterns should be done as large or small group activities with teacher leadership.

BSP-1	Max	chews.	
	Dogs	chew.	
	They	chew.	
	The dogs	chew.	
	My dogs	chew.	
	These dogs	chew.	
	Some dogs	chew.	
	Six dogs	chew.	
	Six small dogs	chew.	
	Six small dogs	chew hungrily.	
	Six small dogs	chew hungrily in the morning.	
BSP-2	Dogs	chew	bones.
	Dogs	chew	them.
	Dogs	chew	the bones.
(NP may be modified as above)	Dogs	chew	their bones.
	Dogs	chew	several bones.
	Dogs	chew	six bones.
	Dogs	chew	six knuckle bones
	Dogs	chew	six knuckle bones in the yard.
BSP-3	Dogs	are	eaters.
	Dogs	are	big eaters.
	Dogs	are	very big eaters.
	Dogs	are	very big eaters every day.
BSP-4	Dogs	are	small.
BSP-5	Dogs	are	in the yard.
BSP-6	Dogs	become	hunters.
	Dogs	become	good hunters.
	Dogs	become	good hunters in the spring.
BSP-7	Dogs	become	tired.

Indefinite Pronouns

for teacher reference

1. Indefinite pronouns refer to persons or things generally rather than specifically. Usually the antecedents are understood but not stated.

any-singular
anybody-singular
anyone-singular
anything-singular
both-plural
each-singular
either-singular
everybody-singular
everyone-singular
everything-singular
few-plural
neither-singular
none-singular
nobody-singular
nothing-singular
one-singular
several-plural
some-plural
somebody-singular
something-singular

Note: Indefinite pronouns use the spostrophe to show possession: one's, anybody's.

2. Here are a few more pronouns to watch for:

this-singular
that-singular
these-plural
those-plural
myself-singular
yourself-singular
himself-singular
herself-singular
itself-singular
ourselves-plural
yourselves-plural
themselves-plural
who-singular
whom-singular
which-singular
what-singular

Note: Who refers to people; which refers to animals or things; that can refer to all three; and what has no definite antecedent.

Sentence Structure: Transforms

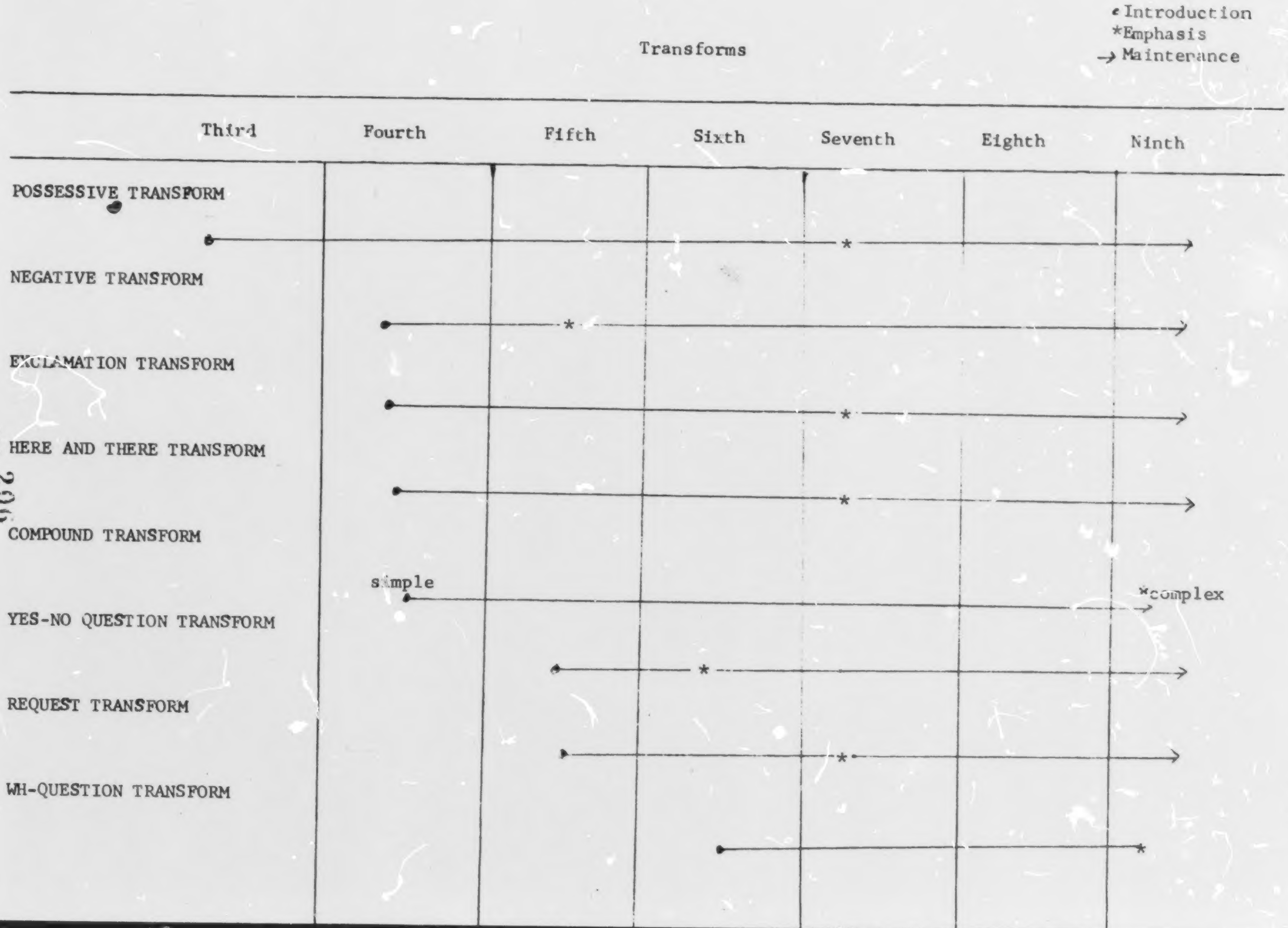
A transform is a sentence that does not follow a Basic Sentence Pattern

or

a sentence in which addition of words changes the original meaning (possessive, negative).

The basic sentence patterns (BSP) are the starting point for all transforms. Whether we realize it or not, students and teachers continually use transforms. As a result, excessive drill on the transform is not required. Teachers should show students the types of transforms appropriate at each grade level and assist them in making up their own examples. Power in manipulating transforms at the appropriate grade level can be an enjoyable experience.

Grammar
Sentence Structure



● Introduction
*Emphasis
→ Maintenance

Transforms

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
SUBORDINATE TRANSFORM					●	—	*
ADJECTIVE TRANSFORM						●	*

Possessive Transforms

Introduction - 3rd grade
Emphasis - 7th grade

The possessive transform is made by replacing a determiner in one basic sentence with the possessive form of a NP from another basic sentence.

Miss Kelly has a story.
The story portrays courage.
Miss Kelly's story portrays courage.

Grammar
Sentence Structure

Negative Transforms

Introduction - 4th grade
Emphasis - 5th grade

The negative transform requires an auxiliary, but the word order is not changed. Add *not* (or its contracted form *n't*) to the auxiliary or the first word of an auxiliary combination.

John will come back.
John will not come back.
John won't come back.

It is sometimes necessary to use a form of *do* when no other auxiliary is present.

Angie lives there.
Angie does not live there.
Angie doesn't live there.

Be and sometimes *have* are exceptions in this transformation because the negative is added to the main verb rather than an auxiliary.

She is here.
She isn't here.

He has some candy.
He hasn't any candy.

Exclamation Transforms

Introduction - 4th grade
Emphasis - 7th grade

The exclamation does not necessarily require a change in word order or sentence pattern.

The statement, "I've caught one.", is readily transformed into the exclamatory sentence. The exclamation mark indicates that the sentence is now exclamatory. It is spoken with more emphasis or higher pitch than the statement.

I've caught one!

The statement, "I have caught one.", may be transformed into the question -

Have I caught one?

The question may then be transformed further into the exclamatory sentence -

Have I caught one!

The statement, "You will stop at the corner.", may become exclamatory after becoming a command -

Stop at the corner.
Stop at the corner!

Here and There Transforms

Introduction - 4th grade
Emphasis - 8th grade

These transforms can be accomplished by placing the verb before the subject and by changing the position of the words here or there in a sentence.

The children are here.
Here are the children.

The money is there.
There is the money.

Compound Transforms

Introduction - 4th grade
Emphasis - 9th grade

The compound transform is made by putting all or part of one basic sentence into another basic sentence.

A compound transform may be formed by putting the subject NP of one basic sentence into the subject NP of another basic sentence. The two subject NPs are joined by a coordinate conjunction or a correlative conjunction.

The woman laughed at the clown.
The child laughed at the clown.
The woman and the child laughed at the clown.

A compound transform may be formed by putting the whole VP or part of the VP in one basic sentence into the VP of another sentence.

Carl made a drum.
Carl sold the drum.
Carl made and sold a drum.

Susan baked an apple pie.
Susan baked a chocolate cake.
Susan baked an apple pie and a chocolate cake.

Your answer is correct.
Your answer is acceptable.
Your answer is correct and acceptable.

A compound transform may be made by joining two basic sentences with a coordinate conjunction or a conjunctive adverb.

Tom came into the room.
Sally left.
Tom came into the room, so Sally left.

I wrote a poem.
My teacher read it.
I wrote a poem and my teacher read it.

Sally needs my help.
I will help her.
Sally needs my help; therefore, I will help her.

Yes-No Question Transforms

Introduction - 5th grade
Emphasis - 6th grade

When a statement is transformed into a yes-no question, the basic sentence pattern is not changed.

In a statement with an auxiliary verb, the transformation is accomplished simply by moving the auxiliary (helping verb) to the beginning of the sentence.

Summer vacation will begin in a few months.
Will summer vacation begin in a few months?

The children are eating lunch now.
Are the children eating lunch now?

The weather has been unpredictable.
Has the weather been unpredictable?

The transformation of a statement with a single-word form of the verb be can be accomplished by moving the form of be to the beginning of the sentence.

The food is cold.
Is the food cold?

Jane was here yesterday.
Was Jane here yesterday?

In a statement containing neither a be verb nor an auxiliary, add an auxiliary at the beginning of the sentence. It may also be necessary to change the verb to the form that is used with that auxiliary.

John hit the ball.
Did John hit the ball?

The dog barked at the child.
Did the dog bark at the child?

Request Transforms

Introduction - 5th grade
Emphasis - 7th grade

The request transform is made from a basic sentence in which the NP is _you_ and the VP contains an auxiliary.

You will bait the hook.

In the transformation the subject NP and the auxiliary can be omitted but still understood. The remaining sentence parts form the basic command transform.

Bait the hook.

The request transform can often be made by the addition of _please_ or _will_ (change of word order).

Bait the hook, please.
Will you bait the hook?

Wh - Question Transforms

Introduction - 6th grade
Emphasis - 9th grade

In this transform the basic sentence contains an adverbial of place, time, condition (manner), or reason in the VP.

The desk is at home.
The soldiers drank thirstily.

The basic sentence is transformed into a yes-no question.

Is the desk at home?
Did they drink thirstily?

The adverbial of place, time, condition, or reason is replaced with the words where, when, how, or why, and placed at the beginning of the question.

Where is the desk?
How did the soldiers drink?

Subordinate Transforms

Introduction - 7th grade
Emphasis - 9th grade

The subordinate transform is made by using a subordinator to put all or part of one basic sentence into another basic sentence.

A student needs paper.
A student writes letters.
A student who writes letters needs paper.

We walked into the room.
We found a puppy.
When we walked into the room, we found a puppy.

Adjective Transforms

Introduction - 8th grade
Emphasis - 9th grade

An adjective transform is a variation of a compound transform which involves putting all or part of one basic sentence into another basic sentence. This sometimes changes the position of the adjective from the VP to the NP.

Some children were young.
Some children joined the school.
Some young children joined the school.

Pronouns

for teacher reference

PRONOUNS (PRO) are words that are used in place of nouns. The noun that is replaced by a pronoun is called the antecedent of the pronoun.

> When $\overset{\text{PN}}{\text{Cindy}}$ had finished the $\overset{\text{N}}{\text{test}}$, $\overset{\text{PRO}}{\text{she}}$ turned it in to $\overset{\text{PRO}}{\text{her}}$ $\overset{\text{N}}{\text{teacher}}$.

The pronouns she and her take the place of Cindy; the pronoun it replaces test. Cindy is the antecedent of she and her. Test is the antecedent of it. Observe how awkward the language would be without pronouns.

> When Cindy finished the test, Cindy turned the test in to Cindy's teacher.

THE PERSONAL PRONOUN indicate the person speaking (first person), the person spoken to (second person), or the person, place, or thing spoken about (third person).

Notice carefully that personal pronouns are identified as to person, case, number, and gender; gender, however, applies in the third person, singular only. He is masculine, she is feminine, and it is neuter.

		CASE		
		NOMINATIVE	OBJECTIVE	POSSESSIVE
SINGULAR	First Person	I	me	my, mine
	Second Person	you	you	your, yours
	Third Person	he, she, it	him, her, it	her, hers, his, its
PLURAL	First Person	we	us	our, ours
	Second Person	you	you	your, yours
	Third Person	they	them	their, theirs
	Interrogative	who	whom	whose

Policy Guidelines for Composition

Composition is the act of putting together words to record feelings, a story, or information in written form. Children are able to communicate in writing before they have mastered mature oral language. As specific skills are taught, children gradually apply their knowledge of mechanics, usage, and basic sentence patterns into written language. They also tend to reflect the model of language as spoken in their home. For that reason, students who come from homes where standard American-English is spoken appear to have less difficulty in transferring ideas from thoughts to spoken or written language. However, all children have something of value to say, and all children need to know how to speak and write so that others can understand them.

To facilitate composition with students:

1. Define the purpose. Is it to write something for a specific person to read, or is it practice in using punctuation marks? Let students know the purpose, also.
2. Furnish models for writing. Constructive examination of student papers can be used to advantage.
3. Provide short, frequent writing sessions.
4. Make the assignment realistic in terms of the age, interests, and experiences of the students. Ideally, many of the topics would come from the students' lives. To ease the discomfort that some children experience in getting started, a choice of topics might be given. Topics stated in open-ended questions may also prove stimulating.

5. Provide for oral planning before composing. Class discussion is helpful, but a recent study indicates that pairing of students for interaction before writing is more effective. The paired situation gives the individual student more talking time. Verbalizing was found to be conducive to better writing.

   Beeker, R.A. "The Effects of Oral Planning on Fifth Grade Composition." Unpublished doctoral dissertation, North Texas State University, 1970.

6. Write needed spelling words and/or examples of mechanics or usage on the board to aid students during writing.
7. Be certain students have enough time to complete the task you have assigned. Motivated students may be discouraged by interruption.
8. Encourage proofreading. One approach is to ask the students to search for only one kind of error at a time, based upon those skills that have been taught. Pairing students for this task is also helpful in developing a good attitude toward proofreading.
9. Evaluate the composition according to the purpose. Correct spelling and writing are essential when the writing is intended for a specific reader as correctness is a courtesy to that person. Creative writing, however, is basically an opportunity for children to create something new and different. Expectations for applying rules of spelling, mechanics, and usage should be based upon the known skills that have been taught. Conferences between student and teacher to improve content and the use of skills are recommended.

More specific guidelines for instruction in composition are included in the Factual Material and Literature sections of the Language Arts Guide. In addition, as teaching strategies are devised, there will need to be clarification of the instructional sequence of composition skills.

Critical Skills Applied to
Factual Material

Kindergarten

Child Expectancies	Teaching Strategies
Literal Meaning and Specific Facts	
Child:	
-names objects accurately in his environment	
-uses all senses to make observations about items in his environment	
-contributes facts or thinking when given an item, situation, or idea	
Sequence	
Child:	
-recalls sequence of events from his own experience	
-follows one or two simple oral directions	
-uses sequence clue words to indicate understanding of time order	-such words as after that, and then, before, etc.
Main Idea	
Child:	
-suggests a topic for an experience story	
Cause and Effect	
Child:	
-suggests possible causes or outcomes of situations within his everyday experience	

Comparison and Contrast	
Child:	
-compares concrete items according to size, length, weight, etc., using appropriate language	-shorter, smallest, heavier, etc.,
-identifies likenesses and differences of concrete items and symbols	
Classification and Categorization	
Child:	
-sorts concrete items into sets using a variety of attributes or characteristics	-starts with teacher suggestion of attributes-at later date with increasing independence
-identifies item that does not belong when given a series of objects, pictures, or symbols, one of which is dissimilar	
-identifies items that are the same when given a series of objects, pictures, or symbols, two of which are alike	
Vocabulary Development	
Child:	
-builds and broadens knowledge of words relevant to his experiences	-in group discussion — holiday, summer, audience, helper, etc.

Acquiring Information

Kindergarten

Child Expectancies	Teaching Strategies
Listening	
Child:	
-discriminates between sounds in his environment	-see Pre-reading and Decoding Sections
-reproduces a tapping pattern or similar pattern	
-distinguishes between high-low, soft-loud, near-far sounds	
-identifies rhyming sounds	
-associates consonant sounds at beginning of word with appropriate symbol	
-responds to questions	
-follows one or two-step oral instructions	
-listens to a story	
-attends to a task, resisting distraction by aural stimuli	-for a limited time
Locating Sources of Information	
Child:	
-observes items and events in his environment, questioning and commenting upon those things that interest and/or concern him	-provides wide variety of items and experiences in the classroom, including resources from science and social science curricula
-uses pictures, real objects, and aural stimuli as resources to increase his fund of knowledge	

Locating Sources of Information (cont'd)

-finds activities in the classroom which spark his curiosity or challenge him	
-employs all senses to gain information	

Using Resources of Media Center

Child:

-after instruction, is able to: 1. Call media specialist by name 2. Locate the area containing easy books	-teacher and media specialist schedule informal visits to media center
3. Pick out a book from the collection	-it is suggested that, at the beginning of the year, books be displayed on tables
4. Demonstrate the following steps in the proper handling of books: a. how to open books b. how to turn pages c. how to properly retrieve a book d. how to return a book to the shelf (when children check out books to take home, add:) e. how to keep books from younger brothers, sisters, and pets f. how to protect books from rain and snow	-when children are learning to select books from shelves, the media specialist may wish to limit the available easy books to a relatively small section ..... gradually increase number from which to make a choice
-listens to a story	-media specialist and/or classroom teacher provide opportunities for story hour in the media center

Using Books

Child:

-can locate beginning of picture book and knows how to look through it	-see Using Resources of Media Center

Using the Dictionary

Child:

-says name of letter; associates symbol and sound of letter	-see Prereading and Decoding Section

Recording Information

Kindergarten

Child Expectancies

Taking Notes

Child:

-nothing at this level

Keeping and Organizing Papers and Notebook

Child:

-nothing at this level

Proofreading

-nothing at this level

Teaching Strategies

Communicating Information

Kindergarten

Child Expectancies

Teaching Strategies

Oral Form

Child:

- expresses ideas in thought units
- uses accurate names for objects in his environment
- verbalizes reactions concerning activities in which he is engaged
- relates experiences and observations

Written Form

Child:

- contributes to group "experience chart"

General Goals and Strategies

Kindergarten

Child Expectancies	Teaching Strategies
Child:	
-listens and reacts to many types of literature	-Time should be allotted daily for introduction to a variety of literary materials. It is vital that children hear all types of literature and have an opportunity to react and respond. -Teachers will present literary materials through: story hour visits to media center films film-strips records having picture books and easy reading books displayed and available in the classroom -Children will be given opportunities for: discussion listening reading dramatizing creative expression
-reads pictures and books	-Books and other types of literary materials should be an important element in every classroom. -Before children read, they should have picture books available as well as children's books which they may look at or request that parents and/or teacher read to them.

-tells or dictates original stories

-As soon as children acquire independent reading skills, books at an appropriate reading level should be readily available, and time should be provided each day for each child to read for his own pleasure.

-The natural creativity of children is encouraged if they are given opportunities to tell and later to write original stories.

-It is important that the teacher not only accept attempts at story-telling, but that she indicate that she values all efforts.

-Children's stories, whether dictated or written, may be displayed, included in a class magazine, or sent home with comments of a positive nature.

-At this point correctness should be of negligible importance - creativity of prime importance.

Cognitive elements of literature for kindergarten on following pages.

Cognitive Elements of Literature

Kindergarten

Child Expectancies	Teaching Strategies
Plot Sequence	
Child:	
-retells a story or other appropriate literary material in sequence	-designs daily activities to introduce children to as much literature as possible using a variety of media
	-provides opportunities for children to re-tell favorite stories or nursery rhymes in a variety of ways
-participates in group dictation of a sequential experience story	
-reconstructs his personal experiences in sequence	
Setting	
Child:	
-begins to realize there are environments that are similar and different from his own	-reads a wide variety of stories to children, showing illustrations and directing discussion toward variety of settings depicted -see Social Science curriculum
Characterization	
Child:	
-participates in discussions of characters in stories he has heard	-introduces child to a variety of characters in all types of children's literature

Characterization (cont'd)	
-suggests possible emotions or reactions of story characters	-reads books which present characters exhibiting a variety of emotions
-tells what a character has done in a story he has heard	
Literal Meaning	
Child:	
-begins to discriminate between sense-nonsense, real and make-believe	-exposes children to many kinds of literature, with discussion focused on helping children gain meaning from material they have heard
	-most skills in this area are itemized in the critical reading section of the guide
Vocabulary Development	
Child:	
-names objects in his environment	-uses concrete experiences and manipulative materials
-describes objects and people in environment	-provides many and varied situations in which child practices classification skills
-uses words to describe feelings, actions, and places	-creates situations in which child may react in a small group
	-provides opportunities in science, social science, language arts, and Fine Arts for child to hear and use an increasingly wide variety of words
Mood	
Child:	
-reacts to stories, poems, and songs through body language and dramatic play	-gives child exposure to stories and poems with a wide variety of moods and themes

Handwriting

Kindergarten

Child Expectancies	Teaching Strategies
Child:	
-is aware of body parts	
-exhibits understanding of directionality	-teacher will emphasize top to bottom, left to right
-demonstrates understanding of words used in handwriting instruction, i.e., under, over, above, below, on, beside, before, after, left, right, first, next, between, last	-teacher provides many activities for "acting out" concepts associated with prepositions before applying them to lines, spaces, and paper
-recognizes basic shapes	-teacher provides activities in which children sort concrete objects according to shape, manipulate objects having basic shape, puzzles, and so on
-draws basic shapes	-teacher structures activities: A. ○ → □ → △ → ▭ → ◇ B. Air writing → Chalkboard → Winterhaven forms → kinesthetic tracing C. Chalk → crayon → pencil
-exhibits fine motor control	-teacher provides a variety of activities by which child will have an opportunity to use small muscles: 1. Playing with toys 2. Paper tearing 3. Cutting paper with scissors 4. Finger painting 5. Clay modeling 6. Scribbling 7. Putting puzzle together 8. Buttoning, zippering, typing (for handicapped children)

Kindergarten (cont'd)

Child:

-traces over a variety of dotted forms	-teacher structures: 1. Chalkboard ⟶ large paper 2. Chalk ⟶ crayon ⟶ pencil 3. Simple ⟶ more complex
-recognizes letters of the alphabet	-see decoding sequence

Grade Level Disignation for Grammar Instruction

Grade level responsibilities for introduction and for intensive instruction or emphasis are listed on the following pages. At this point there has been no attempt to suggest appropriate or effective teaching strategies for each of the skills. If, after using the adopted text, teachers feel that additional suggestions would be valuable, suggested strategies can be added.

As a rule there is a two-three year period between introduction and intensive instruction. The committee feels that this will allow a child to build an understanding before emphasis, drill, and expectation of mastery. Student accountability for proofreading should be limited to those skills in which he has had intensive instruction or which are being maintained after instruction.

Grammar Instruction

Kindergarten

Responsibility for grammar instruction at the Kindergarten level falls into two major classifications. In the area of spoken language, the teacher will provide the model for correct usage and sentence structure. In addition she will provide as many opportunities as possible for children to express themselves on a variety of topics and in different groupings — large, small, and one-to-one.

Using experience charts, the teacher initiates the concept of written expression of oral language. Without belaboring the point, the teacher, by using capital letters, periods, and question marks, introduces skills in mechanics which will be initiated in formal instruction at a later grade level.

Critical Skills Applied to Factual Material

First Grade

Child Expectancies	Teaching Strategies
Literal Meaning and Specific Facts	
Child:	
-begins to locate and read aloud a sentence within a limited passage which answers a teacher's question requiring a specific factual answer	
-contributes to a discussion involving recall of factual information after listening to or viewing factual material	
-suggests relevant factual statements that corroborate a statement or answer a specific question based on observation or experiences	
Sequence	
Child:	
-contributes to discussion concerning what was first, next, and last, after reading a short passage silently	
-follows two or three simple oral directions, in sequence	
-places sequential pictures in appropriate order and explains reasoning	
-determines logical order and explains reasoning when given informational topic that has inherent sequence	-e.g.— planting seeds, getting ready for school

Main Idea

Child:

-suggests a title for an informative passage he has heard	

Cause and Effect

Child:

-identifies possible cause(s) when given an effect of an action in his environment	
-suggests alternative outcomes in cause/effect relationships	

Comparison and Contrast

Child:

-enumerates ways in which items are similar and dissimilar	-with teacher direction
-continues to expand vocabulary used in describing comparison/contrast situations	
-begins to distinguish between real and fanciful situations	-with teacher help in establishing criteria — see also Classification and Organization

Classification and Categorization

Child:

-continues to classify objects using an increasing number of attributes or characteristics	
-uses key word/idea to develop related vocabulary	-mood words, holiday words, etc.

Classification and Categorization (cont'd)

-identifies the disparate word and states reasons when given a group of words, one of which is dissimilar in category

-begins to distinguish between real and fanciful situations

-with teacher direction — see also Comparison and Contrast

Inference

Child:

-uses pictures or similar media as basis for suggesting information

-participates in group discussion exploring ideas gained from reading

Vocabulary Development

Child:

-builds and broadens knowledge of words relevant to his experiences

-in group discussion — holiday, summer, audience, insects, etc.

-uses words connected with content areas being studied

Acquiring Information

First Grade

Child Expectancies	Teaching Strategies
Listening	
Child:	
-listens and responds in conversation with teachers and peers	
-focuses on clue words used by teachers in giving simple instructions	-such words as; underline, circle, draw a line from, bring your workbook and pencil, etc.
-discriminates between sounds needed in phonetic analysis	-see Decoding and Prereading sections
-identifies rhyming elements	
-follows two or three-step oral instructions, in sequence	
-recalls important elements after listening to a story	
Locating Sources of Information	
Child:	
-continues to use Kindergarten level resources for locating information	
-participates in class discussion to increase understanding of topics on which more information is needed	
Using Resources of Media Center	
Child:	
-practices proper care of books	
-checks out books	-teacher assumes responsibility for instruction in procedures for checking out books

Using Resources of Media Center (cont'd)

-returns books on time	
-uses following criteria for book selection: 1. Does the book interest me? 2. What am I going to do with it? -look at pictures -take it home and ask to have it read to me -take it to the room for teacher to read to me -read it myself	-media specialist reintroduces children to easy book section -media specialist and teacher, during the year, instruct and provide opportunities for practice in the proper selection of books
-listens to a story -watches film strip	-media specialist and/or teacher provide opportunities for story hour and audio-visual viewing
	-media specialist introduces audio-visual equipment, as she is able

Using Books

Child:

-has basic knowledge of format of book	
-can locate beginning of book and knows how to look through book	
-can locate title and author of book	
-uses table of contents to locate page number of story or chapter needed	-with teacher direction

Using the Dictionary

Child:

-knows alphabet in order	-helps child make personal picture dictionary

Recording Information

First Grade

Child Expectancies	Teaching Strategies
Taking Notes	
Child:	
-nothing at this level	
Keeping and Organizing Papers and Notebook	
Child:	
-has papers in order until work is completed and handed in	-provides the structure and reason -varies the time frame according to age and maturity of children
Proofreading	
Child:	
-writes to record/communicate what he wants to say	-provides many opportunities to write -saves writing samples to share growth with child
-shares his writing with others	-since there has been no intensive instruction at this level, in all probability there would be no reason to correct papers

Communicating Information

First Grade

Child Expectancies

Oral Form

Child:

- communicates information through informal activities
- participates in small group, peer to peer, and child to teacher discussion
- responds to questions, relating information concerning a topic

Written Form

Child:

- contributes to group "experience chart"

Teaching Strategies

General Goals and Strategies

First Grade

Child:

Child Expectancies	Teaching Strategies
-listens and reacts to many types of literature	-Time should be allotted daily for introduction to a variety of literary materials. It is vital that children hear all types of literature and have an opportunity to react and respond. -Teachers will present literary materials through: story hour visits to media center films film-strips records having picture books and easy reading books displayed and available in the classroom -Children will be given opportunities for: discussion listening reading dramatizing creative expression
-reads pictures and books	-Books and other types of literary materials should be an important element in every classroom. -Before children read, they should have picture books available as well as children's books which they may look at or request that parents and/or teacher read to them.

-tells or dictates original stories

Cognitive elements of literature for first grade on following pages.

-As soon as children acquire independent reading skills, books at an appropriate reading level should be readily available, and time should be provided each day for each child to read for his own pleasure.

-The natural creativity of children is encouraged if they are given opportunities to tell and later to write original stories.

-It is important that the teacher not only accept attempts at story-telling, but that she indicate that she values all efforts.

-Children's stories, whether dictated or written, may be displayed, included in a class magazine, or sent home with comments of a positive nature.

-At this point correctness should be of negigible importance — creativity of prime importance.

Cognitive Elements of Literature

First Grade

Child Expectancies	Teaching Strategies
Plot-Sequence	
Child:	
-tells a well-known story in sequence	-exposes to story more than one time and gives child opportunity to: illustrate in sequence tell in sequence dramatize
-tells a personal experience in appropriate order	-stresses and includes child in daily planning
-identifies the beginning, middle, and end of a story	
-creates stories to correspond with illustrations in a picture book	
-writes a sentence describing the action in each of a set of three sequential pictures	
Setting	
Child:	
-suggests location of story he has read or heard	
-uses descriptive words in telling about his environment or that of an illustration or photograph	-uses camera to stimulate child's interest -provides mounted pictures, film strips, books, T.V., to stimulate discussion
-participates in discussion of illustrations of stories	-selects from different basal texts and trade books for supplementary reading so that child is exposed to many types of illustrations

Characterization

Child:

-suggests what characters in well-known stories do, look like, and feel	
-suggests one or more reasons for believing a character is real or make-believe	-uses guided oral activites: "could you do that?" "does your dog talk?"
-identifies characters in a story read or heard	

Literal Meaning

Child:

-continues to discriminate between sense-nonsense, real-make-believe	-continues exposure to teacher-selected literary materials to help child gain insight into literal meaning
-restates idiomatic expressions in his own words, indicating that he understands their meaning	-helps a child interpret such phrases as: "he flew through the door."
-uses context to determine appropriate meaning of words	

Vocabulary Development

Child:

-develops sight vocabulary of those words that have meaning for him	-matches words with pictures and real objects
-uses context clues of story to establish appropriate meanings of words	
-expresses feelings and ideas in group setting	-develops categorized word lists with children as a means of expanding their vocabulary: kind of day texture words

Vocabulary Development (cont'd)

-uses words in dictating experience story	-provides many and varied opportunities for children to dictate ideas

Mood

Child:

-uses words to describe how he feels about events and stories that he has heard	-provides opportunities for children to react to mood of stories, expressing their emotions -accepts a variety of opinions
-reacts to stories, poems, and songs through body language, dramatic play, and creative art	

Handwriting

First Grade

Child Expectancies

Child:

- writes letters of the alphabet in manuscript using formations suggested by adopted handwriting text
- knows difference between lines and spaces
- understands words used in handwriting instruction
- leaves appropriate space between letters and words
- heads paper according to procedures established by the first grade teachers
- positions paper correctly, holds pencil correctly, and sits properly while writing

Teaching Strategies

-teacher will structure procedures:

1. Air-writing
   chalkboard
   large tracing letters
   folded newsprint
   lined paper
2. Finger ⟶ chalk ⟶
   crayon ⟶ pencil

-teachers will want to follow general procedures designated for kindergarten instruction.

paper: ½" alternate line
11x15

pencil: beginner's pencil
without eraser

Spelling

Primary

Child Expectancies	Teaching Strategies
Child:	
-begins to acquire a spelling vocabulary from standard spelling lists and personal needs	-gives instruction in basic spelling skills
	-after discussion that precedes writing, writes needed words on chalkboard for child reference
	-develops personal dictionaries with children
	-working with a student, proofreads and corrects spelling errors on important papers
	-avoids marking spelling on creative writing papers unless it is being proofread with the child in preparation for display or for being sent to someone

Grade Level Disignation for Grammar Instruction

Grade level responsibilities for introduction and for intensive instruction or emphasis are listed on the following pages. At this point there has been no attempt to suggest appropriate or effective teaching strategies for each of the skills. If, after using the adopted text, teachers feel that additional suggestions would be valuable, suggested strategies can be added.

As a rule there is a two-three year period between introduction and intensive instruction. The committee feels that this will allow a child to build an understanding before emphasis, drill, and expectation of mastery. Student accountability for proofreading should be limited to those skills in which he has had intensive instruction or which are being maintained after instruction.

Grammar Instruction

First Grade

Introduction

Mechanics:

Apostrophe

- in contractions

Capitalization

- names of person, nicknames, titles
- names of days of the week, the months of the year, and special days
- names of family relationships such as Mother, Father, Aunt, Uncle
- first word in a sentence
- the pronoun "I"

Colon

- in numerical expression of time

Comma

- between cities, towns, and states
- between day of month and year

Period

- at the end of a sentence (statement)
- after request that does not exclaim

Question mark

- end punctuation in question

Usage:

Naming self last

Verb usage

- come-came; did-done; give-gave; is-are; see-saw; was-were;

Sentence Structure

Basic Sentence Pattern I

- NP + (V)

Critical Skills Applied to
Factual Material

Second Grade

Child Expectancies	Teaching Strategies
Literal Meaning and Specific Facts	
Child:	
-locates and reads aloud a sentence which answers question demanding factual answer	
-formulates questions which will be answered in material to be read, viewed, or heard	-with teacher direction
-notes significant details in material he has read, heard, or viewed	
Sequence	
Child:	
-contributes to discussion concerning what was first, next, and last, after reading a short passage silently	
-follows two or three-step written/oral directions when correct order is necessary to accomplishing a task	
-recalls a short sequence of events or series of steps when order is necessary for understanding	
Main Idea	
Child:	
-suggests an appropriate title for an informative passage he has heard	

Main Idea (cont'd)	
-begins to select main idea when several are suggested and supports his choice	-use only with informative material -with much teacher direction
Cause and Effect	
Child:	
-suggests the possible cause or effect of an event or action	
-identifies cause and effect situations in his reading	-with teacher direction
Comparison and Contrast	
Child:	
-identifies words or phrases that have similar or contrasting meanings (synonyms and antonyms)	
-supplies antonyms for given common words	
-responds to teacher's questions which call for ability to compare or contrast situations, events, or objects in material he has read, viewed, or heard	
Classification and Categorization	
Child:	
-distinguishes between real and fanciful situations, giving reasons	
-identifies the disparate word and states reasons when given a group of words, one of which is dissimilar in meaning or category	

Classification and Categorization (cont'd)	
-classifies words in categories of general meaning	-such as color words, animal words, etc.
-suggests additional words which belong in a particular category	-give two or three words in a category, then ask children to contribute additional words
Inference	
Child:	
-uses pictures or similar media as basis for suggesting information	
-participates in group discussion exploring ideas gained from reading	
Vocabulary Development	
Child:	
-develops in-depth meaning of key words associated with a topic	-through experimentation, teacher directed discussion, and reading — to develop meaning of words such as gravity, friction, group
-contributes to discussion of varied meaning of words according to context	-such as walk, light, etc.

Acquiring Information

Second Grade

Child Expectancies	Teaching Strategies
Listening	
Child:	
-writes from dictation	-spelling lists
-follows two or three-step oral directions	
-focuses on a task, ignoring extraneous aural stimuli	
-responds accurately to an increasing number of words used in giving instructions	-page numbers, location of supplies, book needed, where to place finished work -see Decoding skills - Service words
-listens to and delivers a simple message accurately	
-listens in small and large group discussion, which enables him to participate	
-discriminates between sounds needed in phonetic analysis	-see Decoding section
Locating Sources of Information	
Child:	
-turns to books and audio-visual material as sources of information	
-locates specific information in a given source	-such as in reading book — with teacher direction

Using Resources of Media Center

Child:

-is aware of layout of media center	-media specialist acquaints children with general layout of media center
-differentiates between the following types of books as he exhibits readiness for instruction 1. Fiction 2. Non-fiction 3. Biography (as a type of non-fiction)	-media specialist and classroom teacher teach children to differentiate between fiction, non-fiction, and biography, and encourage children to read in each area
-follows procedures appropriate to the following areas: 1. Audio-visual section 2. Book section 3. Periodical section 4. Circulation desk	-media specialist instructs in proper usage of various areas of the media center -teacher makes optimum use of the media center in the presence of children so they may observe and pattern their behavior after a good model
-visits media center independently	-teacher encourages children to read widely and to turn to media center for information as need and interest dictate -media specialist and teacher share responsibility for instruction in use and care of audio-visual hardware and software
-reads new books and rereads old favorites	

Using Books

Child:

-uses table of contents to locate chapters and/or sections of book	-textbooks used in classroom

Using the Dictionary

-uses picture dictionary

Recording Information

Second Grade

Child Expectancies	Teaching Strategies
Taking Notes	
Child:	
-nothing at this level	
Keeping and Organizing Papers and Notebook	
Child:	
-has papers in order until work is completed and handed in	-provides the structure and reason -varies the time frame according to age and maturity of children
Proofreading	
Child:	
-writes to record/communicate what he wants to say	-provides many opportunities to write
-participates in group analysis of a good paragraph in which there are specific common errors to be corrected	-saves writing samples to share growth with child
-shares his writing with others	-marks only mechanical or grammatical errors in which instruction has cocurred
	-analyzes types of mistakes children are making and instructs to those skills needed
	-reacts to content and "style" in a positive way
	-provides many opportunities when a child's creative writing is not corrected in any way

Communicating Information

Second Grade

Child Expectancies	Teaching Strategies
Oral Form	
Child:	
-recounts information concerning observations, experiences, or reading	
-describes objects, events, and experiences	
-incorporates technical or content words in discussion	-concentrate on developing in-depth meaning of these words
-participates in discussion activities	
Written Form	
Child:	
-writes informally concerning information he has gained from observation, experiences, or reading	-see Proofreading
-finds and writes answers to specific questions	-in classroom textbooks -with teacher direction

General Goals and Strategies

Second Grade

Child Expectancies	Teaching Strategies
Child:	
-continues to listen to a variety of literary materials	-Even though the average child is becoming an independent reader at this time, it is vital that teachers continue to provide time in which children may listen to stories and poems. -Carefully selected literary materials provide an opportunity for developing critical and creative comprehension skills without being tied to reading, which may still be rather difficult for many children. -Children are unable to read, independently, much of the literature that they find enjoyable. Listening to more difficult selections is especially important at a time when their reading ability is limited.
-reads many books independently	-Teachers should encourage children to explore and sample all types of books. -While teachers will want to have individual conferences with children, discussing books read, the child should not be required to report on or discuss all books he has read.

-Value judgments concerning type of book, difficulty, or length shuld be avoided. Good readers become better readers by reading. It is essential that nothing be done to discourage reading.

-writes original stories

-It is not enough to provide opportunities for children to write. Teachers can discuss ideas with children, read selections that stimulate creative ideas, and provide other motivators to stimulate creative writing. While some compositions to be displayed or shared with others may be corrected jointly by teacher and child, most efforts should be valued for their creativity rather than evaluated for their correctness.

Cognitive elements of literature for second grade are on following pages.

Cognitive Elements of Literature

Second Grade

Child Expectancies	Teaching Strategies
Plot-Sequence	
Child:	
-tells a story he has read in sequence	-provides opportunities for short book reports, book "sales", informal discussions of books
	-may include a multi-media approach for many literary materials such as poetry, stories that are short, and books
	-encourages children to select most important events in story rather than re-telling complete plot
-places given events in beginning, middle, and end sequence	-gives scrambled sentences or pictures from a story and asks child to explain his reasoning as he places them in order
	-calls attention to time-order clues such as: before, after, while, etc.
-draws three pictures and tells an accompanying story	
-suggests possible outcomes in a story situation	-provides a variety of materials/ situations
Setting	
Child:	
-differentiates between real and fantastic settings	-begins to establish criteria with children for determining difference in real and unreal settings

Setting (cont'd)

-relates characters to settings	-uses a variety of techniques to show that character exists within an appropriate environment -reads wide variety of literary materials including sampling of stories using dialect
-differentiates between types of settings	-calls attention, through discussion, to illustrations, with opportunities for children to relate story to way in which illustrator depicted the setting
-suggests descriptive words which are appropriate when given a setting such as rural, city, home, etc.	
-begins to categorize settings by both time and space	-calls attention to categories of settings, both time and space, such as city, country, on another planet, long ago, in the present, etc.

Characterization

Child:

-discriminates between real and fantastic environments, and can give reasons for believing if a character's actions seem sensible within that setting	-uses a variety of literary materials to help child discriminate between real and fantastic characters and their environments — teacher directed discussion
-describes a friend or himself according to physical traits	-correlate with social science
-identifies characters in a story read or heard	-reads a description or an action and child identifies character
-begins to relate a story character's obvious traits to people in everyday life	-selects examples carefully

Literature

Literal Meaning

Child:

-continues beginning skills of interpreting idiomatic expressions	-guides child in understanding such expressions as "I'm counting on you."
-restates complex sentences in his own words	-selects judiciously - could kill enjoyment while building comprehension
-identifies pronoun referents	
-uses context to determine appropriate meanings of words with variant meanings	

Vocabulary Development

Child:

-participates in discussion of meaning of words in stories heard and read	-selects and presents a wide variety of literary materials -allows much time for discussion and reaction
-increases reading vocabulary	-encourages child to make a personal dictionary
-uses context clues to establish meanings of unfamiliar words	
-identifies and uses descriptive words for objects, people, emotions, and places	
-names and describes objects and people in his environment and beyond	
-uses affixes and inflected forms of words to increase vocabulary	-see Decoding section

Mood

Child:

- describes how he feels about events he has experienced and stories he has heard
- begins to use expression in retelling a story
- categorizes given words under basic moods

- employs all types of media to enable a child to explore emotional reactions

Handwriting

Second Grade

Child Expectancies	Teaching Strategies
Child:	
-writes in manuscript	-may want to correlate handwriting instruction with spelling
-heads paper according to procedures established by second grade teachers	
-positions paper correctly, holds pencil correctly, and sits properly while writing	-checks children to be certain paper is correctly positioned and pencil held correctly
	-teachers should start the year using first grade paper and transition to second grade paper as class indicates readiness Paper: 3/8 alternate line. L.W. 12"x9" Pencil: Beginner's pencil with or without eraser at beginning of year. Transition to smaller thick lead pencil, and then to standard No. 2 pencils at end of year

Spelling

Primary

Child Expectancies	Teaching Strategies
Child:	
-begins to acquire a spelling vocabulary from standard spelling lists and personal needs	-gives instruction in basic spelling skills
	-after discussion that precedes writing, writes needed words on chalkboard for child reference
	-develops personal dictionaries with children
	-working with a student, proofreads and corrects spelling errors on important papers
	-avoids marking spelling on creative writing papers unless it is being proofread with the child in preparation for display or for being sent to someone

Grade Level Disignation for Grammar Instruction

Grade level responsibilities for introduction and for intensive instruction or emphasis are listed on the following pages. At this point there has been no attempt to suggest appropriate or effective teaching strategies for each of the skills. If, after using the adopted text, teachers feel that additional suggestions would be valuable, suggested strategies can be added.

As a rule there is a two-three year period between introduction and intensive instruction. The committee feels that this will allow a child to build an understanding before emphasis, drill, and expectation of mastery. Student accountability for proofreading should be limited to those skills in which he has had intensive instruction or which are being maintained after instruction.

Grammar Instruction

Second Grade

Introduction

Mechanics:

Apostrophe

-singular possessives

Capitalization

-names of streets, towns, and cities
-names of races, nationalities, and languages
-the first word and all nouns in the salutation of a letter
-the first word in the closing of a letter

Comma

-after salutation and closing of a friendly letter

Indenting

-letter writing
-paragraph

Period

-after initials

Usage:

Contractions

-don't-doesn't; isn't-aren't; wasn't-weren't

Determiners

-a-an

Verb usage

-eat-ate; run-ran; saw-seen

Critical Skills Applied to Factual Material

Third Grade

Child Expectancies	Teaching Strategies
Literal Meaning and Specific Facts	
Child:	
-locates, within a short passage, specific information which answers a question or verifies a statement	
-participates with group in listing facts relevant to a topic	
-begins to develop criteria for differentiating between factual and fictional material	-much teacher direction
-uses "who", "when", "where", "which", "how", and "why", words to determine specific facts he may consider important	
-thinks of one question which might be answered by reading the passage after reading title or heading of passage	
-begins to organize facts into broad categories	-all facts known about oil, all known about Puritans, etc.
Sequence	
Child:	
-recalls what was first, next, and last after reading a short passage silently	
-follows written/oral directions when correct order is necessary to accomplishing a task	
-determines whether sequence is important to a specific event or process	-through class discussion

Critical Skills

Main Idea

Child:

-selects main idea when several are suggested and supports his choice	-with teacher direction
-suggests supporting facts for a main idea	-in small group discussion

Cause and Effect

Child:

-suggest the possible cause or effect of an event or action	
-develops awareness of words which are good indicators of cause/effect	-such as: because, for that reason, since, etc.
-begins to relate time sequence to cause and effect	
-participates in discussions concerning the validity of cause/effect relationships in material he has read, heard, or viewed	-particular application to science - much teacher direction
-identifies cause and effect situations in reading	

Comparison and Contrast

Child:

-recognizes synonyms or antonyms for an increasing number of words	
-supplies synonyms and antonyms for given common words	-good place to introduce thesaurus
-identifies similar or parallel situations or events in analogous situations	-particular application in social science - much teacher direction
-relates situation or information to analogous personal experience or information	

Classification and Categorization

Child:

-classifies and categorizes with words as well as with objects	
-begins to organize facts into broad categories	-facts about oil, facts about Puritans, etc.

Generalizations and Conclusions

Child:

-participates in discussion leading to a generalized statement	-with teacher guidance -must be preceded by classifying - use common attribute as basis for generalization

Inference

Child:

- -contributes to a group listing of facts that are provable by observation or experimentation
- -suggests statements on a given topic that might be proved

Vocabulary Development

Child:

-uses context clues as aids in identifying meanings of words	
-participates in group identification of words which are significant to the specific content being studied	-emphasize italics, bold print, etc.
-understands technical terms used in content reading	-emphasize in class discussion the thorough, in-depth meaning of key content words

Acquiring Information

Third Grade

Child Expectancies	Teaching Strategies
Listening	
Child:	
-follows oral directions when order is necessary to accomplishing a task	
-retains oral instructions for a longer period of time	-will need to gauge this according to class, and gradually extend time expectations
	-see Decoding skills - service words
-focuses attention in both small and large group discussion	
-writes from dictation	-spelling lists
-delivers oral messages accurately	-to office, another teacher, to parent
-listens for information he needs when a series of instructions is being given	
Locating Sources of Information	
Child:	
-uses non-fiction section of media center as source for information	-with teacher direction
	-see Using Media Center
-notes illustrations as valuable source of information	
-suggests possible sources for finding information needed	

Using Resources of Media Center

Child:

-is developing an awareness of location of non-fiction books which have personal interest for him	-teacher and/or media specialist help children locate books relevant to their needs
-differentiates between specific areas of non-fiction, using these books to pursue personal interests and/or to find information needed in school work	-teacher alerts media specialist to special interests of children and topics being discussed in the classroom -media specialist provides opportunities to help children locate books to satisfy needs and broaden their interests
-after instruction, is aware of the following categories of books and their locations in the media center: 1. Biography 2. Collective biography	-informal instruction in use of card catalog is limited to individual help by the media specialist or teacher - is important that child be able to observe adults' need to use tools of media center
-uses audio-visual materials	-media specialist reviews use of audio-visual material and introduces new equipment
-uses table of contents to locate chapter or section of book he needs	-media specialist reinforces classroom instruction on use of parts of book
-reads a variety of books	-media specialist and/or teacher use part of time in media center for reading aloud, story-telling or sustained silent reading

Using Books

Child:

-continues to use table of contents to locate chapters and/or sections of book	-classroom textbooks

Using the Dictionary

Child:	
-alphabetizes, using as many as three letters of a word	
-is introduced to use of guide words as an aid to locating entry word	-be certain that appropriate dictionary is used - normally Beginner's Dictionary at third grade
-is introduced to key words and their diacritical markings	-emphasis on long, short, and schwa sounds
-selects appropriate definition corresponding to context of sentence he has heard or read	-with teacher supervision

Recording Information

Third Grade

Child Expectancies	Teaching Strategies
Taking Notes	
Child:	
-nothing at this level	
Keeping and Organizing Papers and Notebook	
Child:	
-has papers in order until work is completed and handed in	-provides the structure and reason -varies the time frame according to age and maturity of children
Proofreading	
Child:	
-writes to record/communicate what he wants to say	-provides many opportunities to write
-participates in group analysis of a good paragraph in which there are specific common errors to be corrected	-saves writing samples to share growth with child -marks only mechanical or grammatical errors in which instruction has occurred
-shares his writing with others	-analyzes types of mistakes children are making and instructs to those skills needed -reacts to content and "style" in a positive way -provides many opportunities when a child's writing is not corrected in any way

Communicating Information

Third Grade

Child Expectancies	Teaching Strategies
Oral Form	
Child:	
-participates in structured informal presentations of information	-such as science experiments, reports of social science projects, etc.
-contributes to group discussion of a specific topic or problem	-teacher direction
Written Form	
Child:	
-writes answers to specific questions	-suggest textbook source
-participates in group listing of information on a given topic	

General Goals and Strategies

Third Grade

Child Expectancies	Teaching Strategies
Child: -continues to listen to a variety of literary materials	-Even though the average child is becoming an independent reader at this time, it is vital that teachers continue to provide time in which children may listen to stories and poems.
	-Carefully selected literary materials provide an opportunity for developing critical and creative comprehension skills without being tied to reading, which may still be rather difficult for many children.
	-Children are unable to read, independently, much of the literature that they find enjoyable. Listening to more difficult selections is especially important at a time when their reading ability is limited.
-reads many books independently	-Teachers should encourage children to explore and sample all types of books.
	-While teachers will want to have individual conferences with children, discussing books read, the child should not be required to report on or discuss all books he has read.
	-Value judgments concerning type of book, difficulty, or length should be avoided. Good readers become better readers by reading. It is essential that nothing be done to discourage reading.

-writes original stories	-It is not enough to provide opportunities for children to write. Teachers can discuss ideas with children, read selections that stimulate creative ideas, and provide other motivators to stimulate creative writing. While some compositions to be displayed or shared with others may be corrected jointly by teacher and child, most efforts should be valued for their creativity rather than evaluated for their correctness.
Cognitive elements of literature for third grade are on following pages	

Cognitive Elements of Literature

Third Grade

Child Expectancies	Teaching Strategies
Plot-Sequence	
Child:	
-identifies significant events in a story that he has heard or read	
-suggests possible causes and/or results of an important event in a story	
-lists events in chronological order, contributing to an agenda or time chart, or keeping a simple journal of a day's activities	-provides opportunities for reconstructing and/or planning day's agenda
-participates in small-group discussion of chronological events in a story	
-tells or dictates an original story that has sequential elements	-structures and limits time span -initiates by using a picture or an event, discussing what happened before and after
Setting	
Child:	
-identifies time and place in a story	-suggests murals, dioramas, etc. to illustrate setting of a story
-locates words that describe a given setting in a story	
-recognizes when action changes from one setting to another within a story	
-includes description of setting in a story he tells	-stresses that stories occur in "places"

Characterization

Child:

-distinguishes between real-life and fantastic characters, referring to evidence to support his views	-guides child into stating reasons
-locates passage(s) in which character's physical traits are described	
-identifies the character related to a given action	-begins to direct child toward the understanding that characterization/plot/setting are interrelated
-matches descriptive words or phrases with appropriate characters	-much teacher direction

Literal Meaning

Child:

-suggests variations of word meanings	
-paraphrases idiomatic expressions	-is alert to idiomatic expressions which may confuse children and discusses their meaning
-states the simple meaning of a complex sentence	-much teacher direction
-identifies pronoun referents	

Vocabulary Development

Child:

-uses context clues to help establish word meanings	
-increases reading and speaking vocabulary	-continues to provide opportunities for child to do much reading and participate in many discussions

Vocabulary Development (cont'd)

-contributes to categorized word lists	-provides opportunity to explore increasingly complex word lists
-uses affixes and inflected forms of words to increase vocabulary	

Mood

Child:

-uses creative modes to express his reaction to a story, record, or picture	-directs children in the exploration of emotions/moods through the creative arts (art, music, movement, etc.)
-suggests words that can be used to create a mood	-uses poetry and descriptive narrative passages to increase child's fund of mood words

Handwriting

Third Grade

Child:

Child Expectancies	Teaching Strategies
-transitions from manuscript to cursive handwriting	-teacher initiates instruction in cursive during first part of year -There is a feeling by some teachers that second grade paper is preferable for initial instruction in cursive. Third grade paper should be used as soon as all letters have been presented. However, for some children, use of third grade paper may need to be delayed. -pens will not be used in third grade
-reads cursive handwriting	-instruction in reading cursive should be considered almost as important as writing in cursive
-retains skill in writing manuscript	
-heads paper and leaves margins according to procedures established by third grade teachers	

Spelling

Primary

Child Expectancies	Teaching Strategies
Child:	
-begins to acquire a spelling vocabulary from standard spelling lists and personal needs	-gives instruction in basic spelling skills
	-after discussion that precedes writing, writes needed words on chalkboard for child reference
	-develops personal dictionaries with children
	-working with a student, proofreads and corrects spelling errors on important papers
	-avoids marking spelling on creative writing papers unless it is being proofread with the child in preparation for display or for being sent to someone

Grade Level Designation for Grammar Instruction

Grade level responsibilities for introduction and for intensive instruction or emphasis are listed on the following pages. At this point there has been no attempt to suggest appropriate or effective teaching strategies for each of the skills. If, after using the adopted text, teachers feel that additional suggestions would be valuable, suggested strategies can be added.

As a rule there is a two-three year period between introduction and intensive instruction. The committee feels that this will allow a child to build an understanding before emphasis, drill, and expectation of mastery. Student accountability for proofreading should be limited to those skills in which he has had intensive instruction or which are being maintained after such instruction.

Grammar Instruction

Third Grade

Introduction	Emphasis or Intensive Instruction
Mechanics:	
Apostrophe -plural possessives, both regular and irregular	
Capitalization -names of buildings and monuments -names and locations related to geography (major categories such as continents, oceans, countries, etc.) -names of periods, events, and documents of historic importance -in a conversation -states and postal abbreviations of states -trade names -titles - Mr., Mrs., Miss, Ms., Dr., Rev. -names of stars, planets and constellations -first word in a line of poetry	-first word in a sentence -the pronoun "I"
Colon -introduction of a list	
Hyphen -to divide words at the end of a line	
Period -state abbreviations (old method) -abbreviated titles	-end punctuation in statement -after request that does not exclaim

Question mark

-end punctuation in question

Quotation mark

-in conversation

Usage:

Comparative and superlatives

Determiners

-this-these-that
-that-those-them

Verb usage

-knew-known
-took-taken

Word choice

-to-two-too
-learn-teach
-their-they're-there

Sentence Structure:

Possessive transform

Critical Skills Applied to Factual Material

Fourth Grade

Child Expectancies	Teaching Strategies
Literal Meaning and Specific Facts	
Child:	
-determines if a selection is fact or fiction by using criteria established in group discussion to justify his choice	
-selects direct statements of fact that relate to a topic (identification of direct statements) when given a reading passage	-suggestions for procedures in Harcourt, Brace reading manual
-defines problem for which he needs pertinent information or the question needing a factual answer	-much teacher direction
Sequence	
Child:	
-places in logical sequence a series of statements based on a written passage and in random order	
-functions in small group following multi-stepped sequence	-such as science experiment
-begins to determine if paragraph is organized in sequential pattern	-in discussion situation

Sequence (cont'd)	
-gives simple written/oral directions when correct order is necessary to accomplishing a task	
-determines if sequence is important to a specific event or process	-through class discussion
Main Idea	
Child:	
-determines topic of a paragraph, what is being told about the topic, and suggests possible main idea statements	-teacher-directed group discussion
-identifies topic sentence or summary statement in a simple paragraph organized by topic sentence/supporting evidence or facts/summary statement	-only with teacher direction
Cause and Effect	
Child:	
-contributes a logical cause for an event or action	
-predicts outcomes suggested by a causative statement	
-uses word indicators in describing cause and effect	-because-then, if-then
-writes a series of cause/effect statements	
-participates in discussions concerning the validity of cause/effect relationships he has read, heard, or viewed	-particular application to science - much teacher help
-participates in discussion identifying place/time/or events contributing to cause/effect relationships	-with much teacher direction

Comparison and Contrast

Child:

-supplies synonyms or antonyms for given common words	-use thesaurus
-identifies similar or parallel situations or events in analogous situations	-particular application in social science - much teacher direction
-begins to determine criteria for similarities and differences	-in group discussion
-tabulates statements that are paired either as comparisons or contrasts	-in group discussion

Classification and Categorization:

Child:

-determines the common characteristic of a list of items	-through group discussion
-classifies with words, facts, and ideas as well as with objects	
-applies classification skill to content areas	-such as science, grammar, etc. - in group discussion - teachers should create awareness of the process with students

Generalizations-Conclusions

Child:

-participates in discussion leading to a generalized statement, and begins to identify supportive evidence	-much teacher guidance

Inference

Child:

-contributes to a group listing of facts that are provable by observation or experimentation	
-suggests statements about a given topic that might be proved	
-differentiates between fact and opinion	-with teacher guidance

Vocabulary Development

Child:

-continues to use context clues to learn meanings of words	
-participates in group identification of words which are significant to the specific content being studied	-emphasizes awareness of italics, bold type, etc.
-recalls and uses specialized vocabulary	

Acquiring Information

Fourth Grade

Child Expectancies	Teaching Strategies
Listening	
Child:	
-continues to use third grade skills in more complex situations	-Note to teachers: The committee has not identified any additional listening skills at the fourth or fifth grades. If teachers can identify any, they should be suggested to the revision committee
Locating Sources of Information	
Child:	
-differentiates between fiction and non-fiction using non-fiction as resource for information	-See Information - Using Resources of Media Center
-turns increasingly to media center when information is needed, using audio-visual resources as well as books	
-begins to assume responsibility in using table of contents to locate section of book he needs	
Using Resources of Media Center	
Child:	
-after instruction, uses card catalog in increasingly complex way: 1. Identifies the following types of cards: a. author b. subject c. title c. "see"	-media specialist introduces the card catalog as an aid to locating a particular area, book, or specific information -media specialist teaches relationship of information on catalog card to information in book

Using Resources of Media Center (cont'd)

Child:	-media specialist teaches four types of catalog cards, calling attention to differentiation in type of print, etc. Large catalog cards can be displayed as reference for continuous review. -both media specialist and teacher ask children to differentiate between four types of cards by the questions they ask and suggestions they make in working with children.
2. Demonstrates awareness of location and meaning of classification symbols on catalog cards, and uses symbol to find location of book on shelf.	-media specialist gives generalized explanation of letter symbols and Dewey decimal categories, without suggesting that they should be memorized
3. After consulting "The Color Key for the Card Catalog", distinguishes between the following cards and the type of media they refer to: a. books (plain) b. filmstrips (green band) FS c. recordings (orange band) Rec., RA, and Ta. d. realia (brown band) Re. e. study prints (pink band) SP f. transparencies (yellow band) Tr. g. kits (solid green) K h. vertical file (solid orange) VF i. films and filmloops (blue band) F j. games (cherry band) Ga. k. programmed material (purple band) PM	-media specialist has "Color Key for the Card Catalog" prominently displayed, and refers to it when working with children so that they are constantly reminded of its significance and use

Using Resources of Media Center (cont'd)

Child:

-uses indices to encyclopedias	-media specialist instructs in use of indices for most commonly used encyclopedias in the media center -teacher reviews and reinforces as she works with children in class
-uses almanacs when these are best reference for information needed	-media specialist and teacher guide children to use almanacs when current, specific information is needed -both media specialist and teacher emphasize use of various types of reference material in media center, suggesting the most appropriate source for the type of information needed by the student

Using Books

Child:

-differentiates between fiction and non fiction books	
-uses table of contents to locate information concerning a given topic	
-determines meaning and pronunciation of terms by using the glossary	-as children encounter new textbooks, suggests that they look through the book, including checking to see if it contains a glossary

Using the Dictionary

Child:

-understands entry words, their syllabication and heavy stress marks	-be certain that appropriate dictionary is used — normally either Beginner's or Junior Dictionary

Using the Dictionary (cont'd)

Child:

-finds desired word, using division of dictionary into three or four sections as aid	
-selects appropriate definition corresponding to context of sentence he has heard or read	-with teacher supervision
-uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech	-with teacher direction
-consults diacritical key to determine pronunciation of relatively familiar words	
-uses guide words to assist in locating entry words	
-is introduced to thesaurus as appropriate resource for synonyms and/or antonyms	

Recording Information

Fourth Grade

Child Expectancies	Teaching Strategies
Taking Notes Child:	
-observes and contributes to notes taken by teacher from following sources: 1. Passage of reading 2. Media - films, filmloops, filmstrips, pictures 3. Observation of realia or experiment	-records only most important words or ideas -models note taking using skeletal phrases
Keeping and Organizing Papers and Notebook Child:	
-saves a group of important papers, keeping them in order and available for use	-structures procedures
-prepares a notebook for a specific purpose — over a short period of time	-gives detailed instructions and supervises to see that work is not delayed until last minute
Proofreading Child:	
-proofreads for one type of error — after instruction in techniques	-reviews, then gives time for child to proofread paper, looking for one type of error, such as ending punctuation, commas, capitalization, etc.

Communicating Information

Fourth Grade

Child Expectancies	Teaching Strategies
Oral Form	
Child:	
-gives simple instructions in correct sequence	
-contributes relevant comments to group discussion of a given problem or topic	
-participates in structured informal presentations of information	-science experiments, reports of social science projects, etc.
-contributes to group discussion of a specific topic or problem	-without teacher participation
Written Form	
Child:	
-records results of an experiment, using appropriate form	-structures form to be used
-finds and writes answers to specific questions when given suggestions for resources	-child works with a partner

General Goals and Strategies

Fourth Grade

Child Expectancies	Teaching Strategies
Child:	
-reads widely and listens to many types of literature	-Structured opportunities should be provided throughout the year for children to read widely and with teacher direction in children's books: mystery fantasy animal sports adventure historical fiction biography
	-Expose children to a variety of poems to develop: reactions mood setting description emotions vocabulary
	-Time for much reading should be provided within the school day — e.g. sustained silent reading
	-Motivators for wide reading should be developed
	-Provision for individual and/or small group conferences should be made
-reads a full length children's "novel"	-Group instruction and discussion of techniques in reading a full length book should be provided
	-General application of cognitive literary skills: characterization, plot, theme, mood, and setting should be included

-writes frequently about:
  a. topics suggested by teacher
  b. subjects that interest him
  c. topics related to study of literature

Cognitive elements of literature for fourth grade are on following pages

-Options in book selections should be available (It is suggested that sets of suitable paperbacks on different levels of difficulty and in different interest areas be provided when the fourth grade teachers have time to meet and make selections)

-See Grammar - Composition and Information - Communicating Information in Written Form

-Because much of the focus in literature in the fourth grade is on description, it is suggested that structured opportunities be provided in which children write descriptions of:
  characters
  actions
  settings

-Teachers will want to encourage children to write stories that are short in some of the categories suggested for reading: mystery, animal, fantasy, science fiction, etc.

-Policy guidelines for book reports need to be developed as this guide is implemented

-In developing cognitive skills, be careful to select stories in which the element being studied is relatively obvious — i.e. much action with definite conflict for plot

-As you teach this year, please record stories which are particularly good for developing each cognitive skill so that suggestions may be included when the Guide is revised

Cognitive Elements of Literature

Fourth Grade

Child Expectancies	Teaching Strategies
Plot-Sequence	
Child:	
-locates direct time clues	
-identifies chronological order, if order is important to the narrative	-with group, selects events to order on a time line
	-uses chain reaction charts
-distinguishes between story told in chronological order and non-chronological order	
-writes a personal experience in a logical sequence	
-discusses relative importance of events in a story	-is careful that stories selected for this type of discussion have obvious action
-locates possible causes and/or results of significant events in story	-builds idea that chronological events in a story have relationship — there is usually cause/effect element in sequence to create plot
Setting	
Child:	
-uses a variety of clues to establish time and place settings	-provides a variety of experiences such as radio mysteries, illustrations, sound effect records
-identifies changes of setting within a story	-initiates idea that there is a relationship between setting and plot
-writes a series of sentences describing a given setting	

Setting (cont'd)

-identifies possible location of realistic narratives	
-participates in compilation of a list of descriptive words or phrases appropriate to a given time, place, or situation	-will correlate well with creative writing

Characterization

Child:

-locates physical characteristics	
-writes a physical description of a character	-builds gradually by writing descriptive sentences using physical characteristics of a friend, of self, of family member, etc., then a character in a story
-expresses characterization through various creative modes	-provides opportunity for children to act out traits, pantomime
-selects central character in a story and gives reasons for selection	-important that teacher require reasons -selects story in which the central character is relatively obvious
-lists/locates actions of central character	
-suggests what else a character might do in a situation and what he might do if the situation is changed	-important that teacher require reasons for opinions

Literal Meaning

Child:

-distinguishes between stated details and "inferences"	-at this level, inference has a heavy relationship to what a child believes to be true. Emphasize identification of basis for beliefs
-explores variations of word meanings	-multiple meanings rather than connotations

Literal Meaning (cont'd)

-paraphrases idiomatic expressions	
-states the simple meaning of a complex sentence	-teacher direction
-locates supporting evidence to answer a given question or support a statement	

Vocabulary Development

Child:

-uses glossary to establish meanings of unknown words	-see Information — Using books
-uses definitions in context to determine meaning of words	
-uses thesaurus to expand word choice	
-turns to dictionary to establish meaning of unfamiliar words	
-uses root words and families of words to increase vocabulary	

Mood

Child:

-suggests words that describe moods in various literary materials presented through different types of media	-uses poetry as a rich source of mood words
	-directs students to various books that show moods characteristic of types of literature (adventure, science fiction, mystery)
-uses creative modes to express his reactions to stories, records, pictures	

Handwriting

Fourth Grade

Child Expectancies	Teaching Strategies
Child:	
-writes and reads in cursive	-reviews in depth correct formation of cursive letters -continues instruction in reading cursive
-retains manuscript skill	-starts year using third grade paper and transitions to standard wide-lined notebook paper when children exhibit readiness
-heads paper and leaves margin according to procedures established by group of teachers by whom he is instructed	
-uses standard pencil and pen	-instruction in use of ball-point pen occurs in fourth grade at a time selected by teacher. Felt tip pens should be discouraged due to damage to furniture, clothing, and expense involved.
	-teachers should be aware of need to continue emphasis on left to right progression, including heading on paper
	-be alert to position of paper, including position of left hand, posture, and pencil grip
	-reviews manuscript skills at regular intervals - gives children reason for using, such as maps, labeling, posters, etc.

Spelling

Intermediate

Child Expectancies

Child:

- learns to spell from standard spelling lists, other content-area words, and words needed to communicate at school and at home

Teaching Strategies

- gives basic spelling instruction for all students
- writes correct spelling of needed words on board during large group discussion that precedes writing
- begins instruction in using dictionary to find correct spelling
- uses conference for individualizing proofreading skills
- avoids marking spelling on creative writing papers unless it is being proofread with the child in preparation for display or for being sent to someone

Grade Level Designation for Grammar Instruction

Grade level responsibilities for introduction and for intensive instruction or emphasis are listed on the following pages. At this point there has been no attempt to suggest appropriate or effective teaching strategies for each of the skills. If, after using the adopted text, teachers feel that additional suggestions would be valuable, suggested strategies can be added.

As a rule there is a two-three year period between introduction and intensive instruction. The committee feels that this will allow a child to build an understanding before emphasis, drill, and expectation of mastery. Student accountability for proofreading should be limited to those skills in which he has had intensive instruction or which are being maintained after such instruction.

Grammar Instruction

Fourth Grade

Introduction

Mechanics:

Capitalization

- names of organization, clubs, business firms, institutions, and government departments
- first, last, and all other important words in the titles of articles, short stories, and books
- names of political parties

Colon

- after the salutation in a business letter

Comma

- after closing of a business letter
- words in a series

Exclamation mark

- command
- emphasis

Italics

- titles
- words used as words (underlining in children's work corresponds to italics in print)

Quotation marks

- titles of short stories, poems, and articles

Emphasis or Intensive Instruction

- names of persons, nicknames, titles
- names of days of the week, months of the year, and special days
- names of family relationships such as Mother, Father, Aunt, Uncle

Mechanics: (cont'd)

Underlining

-titles of books, newspapers, and magazines

Usage:

Contractions

-your-you've; their-they're-there; its-it's

Determiners

-it's-its; their-they're-there; your-you're

Double negative

-awareness of misuse

Double subject

-agreement with verb

Verb usage

-rang-rung; went-gone; began-begun; wrote-written

Sentence Structure:

Basic Sentence Pattern 2

-NP + (V+NP)

Transforms

-Negative
-Exclamation
-Here and There
-Compound-simple

-a-an

-come-came; did-done; give-gave; is-are; see-saw; was-were

Basic Sentence Pattern 1

-NP + (V)

Critical Skills Applied to

Factual Material

Fifth Grade

Child Expectancies	Teaching Strategies
Literal Meaning and Specific Facts	
Child:	
-determines if a selection is fact or fiction, stating criteria he used to make his decision	-review criteria for differentiating between factual and fictional material
-discriminates between direct and indirect statements	-much teacher direction
-locates pertinent information on a topic in a given factual passage	
-gives definitive answers to factual questions, omitting irrelevant details	
-identifies what is known about a given topic in order to establish purpose for further reading	-through group discussion
Sequence	
Child:	
-follows multi-stepped written sequential instruction	-small group with at least one member who can provide leadership
-determines if sequence is important to a specific event or process	
-gives simple written/oral directions when correct order is necessary to accomplishing a task	

Sequence (cont'd)

-reads a time line	
-identifies a paragraph written in sequential order	

Main Idea

Child:

-identifies organization of paragraph as: 1. Facts with summary statement 2. Main idea with supporting facts 3. Other	-only with teacher direction
-attempts to apply both types of reasoning, inductive and deductive, when dealing with information	-with teacher direction i.e. - inductive: facts → main idea deductive: main idea → supporting evidence
-begins to use main idea/supporting details or details/main idea statement as organizational pattern for writing a paragraph	-with teacher supervision

Cause and Effect

Child:

-begins to determine if passage is organized in cause/effect form	
-recognizes a main idea which is stated in cause/effect terms	-much teacher direction
-uses word indicators in describing cause and effect	-because-then; if-then
-writes a paragraph using cause/effect relationship	

Cause and Effect (cont'd)	
-participates in discussion identifying place/time/or events contributing to cause/effect relationships	-teacher direction
-explains why he thinks a cause/effect relationship is important in a given situation	
Comparison and Contrast	
Child:	
-identifies similarities and differences of events, situations, and groups	
-determines if paired examples are analogous	
-compares and/or contrasts information to facts from another previously acquired source	-with teacher direction
-participates in tabulating facts that are useful in making generalized comparison/contrasting statements	-cultural attributes, results of science experiments, etc.
-identifies words and/or phrases which are typically used in comparing and contrasting items and ideas	-in group discussion
Classification and Organization	
Child:	
-lists a significant number of attributes of a given object or idea	-in group discussion
-determines the common characteristic of a list of items	-through group discussion

Classification and Organization (cont'd)	
-classifies objects or ideas according to common attributes	
-contributes to group application of classification/categorization activities	-cultural attributes in social science, phyla, etc., in science
Generalizations and Conclusions	
Child:	
-determines which are the inclusive statements and which are specific when given generalized statements and specific statements	-in group discussion
-participates in tabulating facts that are useful in making generalized comparison/contrasting statements	-cultural attributes, results of science experiments, etc.
-participates in discussion identifying evidence leading to a given generalization	
-develops word clues that are typically used in generalizations	-this will need much teacher direction-word clues such as: all, most, etc.
-participates in tabulating facts suggesting possible generalizations	-much teacher direction
Inference	
Child:	
-distinguishes between stated information and information that he believes is true	
-identifies facts or sources on which his opinion (inference) is based	-much teacher direction

Vocabulary Development

Child:

-identifies key words in an informational passage	
-uses the specific vocabulary of a content area in speaking and writing	
-participates in group development of relationship of key words as an aid to organizing information and locating needed information	-structured overview
-contributes to paraphrasing of a factual passage, demonstrating his understanding of language used in content writing	-much teacher direction

Acquiring Information

Fifth Grade

Child Expectancies	Teaching Strategies
Listening	
Child:	
-follows oral direction when order is necessary to accomplishing a task	-Note to teachers: These are the skills presented as third grade skills. The committee has not identified any additional listening skills at the fourth or fifth grades. We believe the same skills are applied in more complex situations and for longer periods of retention. If teachers can identify other skills, they should be suggested to the Language Arts revision committee.
-retains oral instructions for a longer period of time	
-is able to focus attention in both small and large group discussion	
-writes from dictation	
-delivers oral messages accurately	
-listens for information he needs when a series of instructions is being given	
Locating Sources of Information	
Child:	
-begins to differentiate between types of information to be gained from various resources with which he is familiar	-See Using Resources of Media Center for identification of reference materials in which children have had instruction
-uses card catalog as an aid to locating information	
-locates pertinent information on a topic in a given source	
-checks table of contents of a book to see if it contains information related to his needs	-teacher direction
-reads graphs and tables accurately	-Be certain instruction has been given - See Math Scope and Sequence - Geometry XI and XII

Using Resources of Media Center

Child:

-uses appropriate procedures for working in media center and borrowing materials	-media specialist introduces children to general arrangement of the media center and procedures for borrowing materials
-after review, uses information found in card catalog: 1. Author, title, subject cards 2. Call number - meaning and key to locating materials 3. Color banding 4. Parts of book and relationship to information on card 5. Cross reference cards	-media specialist teaches "see also" cards
-understands color coding and abbreviations for a.v. materials above classification number	**-media specialist provides** instruction in a.v. abbreviations, classification numbers, and color coding
-understands annotations and tracings on the catalog card	-media specialist introduces: series cards, annotations and tracings, and vertical file
-understands series cards	
-uses vertical file	
-after review, relates major divisions of Dewey decimal system to location of materials in the media center	-media specialist reviews Dewey decimal system and its use in classification of non-fiction material
-uses sub-divisions of Dewey decimal system as they are necessary to locate information needed	-working with teacher, media specialist introduces sub-divisions of Dewey decimal system
-after review, locates books needed in: 1. Collective and individual biography 2. Fiction 3. Reference section	-media specialist reviews, as necessary, shelf arrangement for individual and collective biography, fiction, reference, and story collection

Using Resources of Media Center (cont'd)

-extends use of media center to include a greater variety of reference materials	-media specialist reviews use of general encyclopedias and almanac
-selects with aid of teacher and media specialist, specific reference which is most appropriate source of information	-media specialist introduces: School and Library Atlas of World Goode's World Atlas Jr. Book of Authors Webster Biographical Dictionary correlating introduction with classroom work whenever possible
-uses a.v. hardware and software independently	-media specialist reviews use of a.v. material as need arises

Using Books

Child:

-uses table of contents to locate information concerning a given topic	
-uses index to locate specific information	
-determines meaning and pronunciation of terms by using the glossary	-as children encounter new textbooks, suggests that they look through the book, including checking to see if it contains a glossary

Using the Dictionary

Child:

-selects appropriate definition, corresponding to context of sentence he has heard or read	-be certain that dictionary is appropriate to achievement level and needs of child -with teacher supervision

Using the Dictionary (cont'd)

-uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech	-with teacher direction
-consults dictionary for correct spelling or to determine which of two alternative spellings and/or pronunciations is preferred	-as guide is implemented, appropriate techniques will need to be devised to help child locate word when he doesn't know how to spell it
-differentiates between alternative pronunciations as determined by use	
-understands difference in usage between thesaurus and dictionary	
-becomes aware of etymology of words as need or interest dictates	
-uses dictionary to determine syllabication	-need this for correct use of hyphen
-expands understanding of entry words to include: 1. Root words 2. Proper nouns	
-develops awareness of the sections of a dictionary, in addition to the entry words, which contain other information, such as: 1. Pronunciation symbols 2. Abbreviations 3. Biographical names	

Recording Information

Fifth Grade

Child Expectancies	Teaching Strategies
Taking Notes	
Child:	
-observes and contributes to notes taken by teacher from following sources: 1. Passage of reading 2. Media - films, filmloops, filmstrips, pictures 3. Observation of realia or experiment	-records only most important words or ideas -models note-taking using skeletal phrases
-records results of experiment or observation of an occurrence	-child works with a partner
Keeping and Organizing Papers and Notebook	
Child:	
-prepares a notebook for a specific purpose	-over a short period of time -gives detailed instructions and supervises to see that work is not delayed until last minute
-keeps a notebook for a content area, organizing it for his use for study or reference	-extended period of time
Proofreading	
Child:	
-proofreads one paragraph to make it "perfect"	-no mistakes in grammar or mechanics -reviews most frequent mistakes, then gives time for child to proofread -pupil-teacher proofreading as a "conference" very important

Communicating Information

Fifth Grade

Child Expectancies	Teaching Strategies
Oral Form	
Child:	
-contributes to group discussion of a specific topic or problem	-without teacher participation
-gives informal speech, incorporating information for a specific purpose, such as giving instructions, describing object or event, etc.	-much instruction in how to prepare a "speech"
-participates in small-group discussion, using specific small-group discussion techniques	
-explains, orally, a process or procedure with which he is well acquainted	
-organizes facts to defend an opinion	-in group discussion
Written Form	
Child:	
-writes a short information passage incorporating information he has gained, after reading several resources for information	-does not include formal note cards
-tabulates information under correct category when given a basic structure (such as outline or headings for a table)	-with teacher direction

General Goals and Strategies

Fifth Grade

Child Expectancies	Teaching Strategies
Child:	
-reads widely and listens to many types of literature	-Time for much reading should be provided within the school day — e.g. sustained silent reading. -Time should be provided in the day for teachers to read to children. -Motivators for wide reading should be developed. -Opportunities should be provided throughout the year for children to read widely to pursue individual areas of interest. Although particular emphasis is on historical fiction and biography in the fifth grade, this should not be interpreted as a limitation to be imposed upon students. -There should be provision for individual and/or small group conferences.
-reads full length "novels"	-Instruction should be provided to maintain and build on skills needed to read a full-length book. These were initiated at fourth grade level, but need to be reenforced at fifth grade. -Structured opportunities should be provided throughout the year for children to read and discuss with teacher instruction and direction examples of historical fiction (see Literature sequence — plot and setting) and biography (see Literature — character sketches)

-writes frequently about:
1. Topics suggested by teacher
2. Subjects that interest him
3. Topics related to literature

Cognitive elements of Literature for fifth grade on following pages

-Options in book selection should be available. The committee suggests that fifth grade teachers meet to select a limited number of paperbacks which would be suitable for group study in the areas of historical fiction and/or biography.

-See Grammar: Composition, and Communicating Information in Written Form

-Emphasis during this year is on historical fiction and biography. It seems logical to include a unit on the newspaper, and many opportunities for composition can be set in identifiable settings and patterned on real experiences. personal anecdotes or sketches of real people may be written. Accounts of actual occurences will correlate well and can form a basis for a class newspaper. This does not preclude other types of creative writing but only suggests an area for more extensive instruction.

-Please do not write autobiographies.

-Policy guidelines for book reports need to be developed as this guide is implemented.

-In developing cognitive skills, be careful to select stories in which the element being studied is relatively obvious (e.g. much action for plot, with definite conflict)

-As you teach this year, please record titles and sources of stories which are particularly good for developing specific cognitive skills.

Cognitive Elements of Literature

Fifth Grade

Child Expectancies	Teaching Strategies
Plot-Sequence	
Child:	
-selects events that he thinks are most significant in a story, giving reasons for his choices	-teacher directed using group discussion techniques -selects stories for this type of discussion with obvious action
-differentiates between direct and indirect time clues	-see critical reading skills
-reads a time line	-develops appropriate intervals on a time line through class discussion -class places events on a time-line — group activity
-locates cause and/or results for a given event/action	-approaches cause and effect in literature by using if/then relationship statements with children
-writes an original cause/effect sequence	
Setting	
Child:	
-locates setting clues	
-determines if the setting had any effect on the story	-class discussion
-uses audio and/or visual effects to create a setting	
-keeps a personal list of particularly interesting time and place clues from stories he is reading	

Setting (cont'd)	
-writes a short passage describing a particular setting, using time and place clues	
-locates specific clues that identify the setting of an historical fiction selection	-correlates with unit on historical fiction and reading a full length historical "novel"
Characterization	
Child:	
-locates and lists physical characteristics of a given character	-emphasizes many elements — how a character looks, behaves, feels, and relates to other characters
-identifies a character's feelings as directly stated in a story	-introduction to indepth study of characterization
-locates and lists a character's actions	-items listed under "Child Expectancies" are intended to be group activities, with teacher direction
-locates and lists what other characters say about the central character	
-locates examples of how other characters act and react to the central character	
-identifies the main character's actions that contribute to the plot	
-writes a short descriptive passage comparing two given characters	-writing should be preceded by a tabulation of physical characteristics, or other traits to be compared
Literal Meaning	
Child:	
-identifies and uses variations of word meanings according to context	-see Using the Dictionary
-explores connotations of words	-guides children through small group discussions
	-see Using the Dictionary

Literal Meaning (cont'd)

-explores the uses of dialect, slang, and colloquialisms	-guides exploration and directs children to uses in historical fiction and biographies
-states, in own words, meaning of complex sentences	
-tabulates data according to importance	-select passages in which data is obviously differentiated according to importance
-differentiates between fact and opinion	-consistently emphasize identification of a child's sources of his opinions — are they based on facts?
-locates supporting evidence to answer a given question or support a statement	

Vocabulary Development

Child:

-uses glossary to establish meanings of unknown words	-See Information - Using Books
-uses context clues to determine word meaning	
-uses thesaurus to expand word choice	
-discovers increasingly diverse meanings of words, through reading and discussion	
-identifies words from minority and/or foreign languages	-suggest specific work in etymology. Most reading and English manuals contain resources for teachers
-uses root words and families of words to establish word meanings	
-turns to dictionary to establish meaning of unfamiliar words	-see Information - Using the Dictionary

Mood

Child:

-suggests words that describe moods in various literary materials presented through all types of media	-uses poetry as a rich source of mood words. Directs students to various books that express moods characteristic of types of literature (adventure, science fiction, mystery)
-uses creative modes to express his reaction to stories, records, pictures, and films	
-discriminates among various moods created in stories, records, and pictures	-uses same medium to portray different moods
	-uses variety of media to portray the same mood

Handwriting

Fifth Grade

Child:

- retains skills in both manuscript and cursive
- Note to teachers: Be especially alert to policy pages

Spelling

Intermediate

Child Expectancies

Child:

- learns to spell from standard spelling lists, other content-area words, and words needed to communicate at school and at home

Teaching Strategies

- gives basic spelling instruction for all students
- writes correct spelling of needed words on board during large group discussion that precedes writing
- begins instruction in using dictionary to find correct spelling
- uses conference for individualizing proofreading skills
- avoids marking spelling on creative writing papers unless it is being proofread with the child in preparation for display or for being sent to someone

Grade Level Designation for
Grammar Instruction

Grade level responsibilities for introduction and for intensive instruction or emphasis are listed on the following pages. At this point there has been no attempt to suggest appropriate or effective teaching strategies for each of the skills. If, after using the adopted text, teachers feel that additional suggestions would be valuable, suggested strategies can be added.

As a rule there is a two-three year period between introduction and intensive instruction. The committee feels that this will allow a child to build an understanding before emphasis, drill, and expectation of mastery. Student accountability for proofreading should be limited to those skills in which he has had intensive instruction or which are being maintained after such instruction.

Grammar Instruction

Fifth Grade

Introduction	Emphasis or Intensive Instruction
Mechanics:	
Apostrophe	
	-in contractions
Capitalization	
-first word in each topic of an outline	
Colon	
	-in numerical expression of time
Comma	
-introductory elements	
Hyphen	
-numbers (when written out)	
-in some compound words	
Indenting	
-change of speaker	
Period	
-written conversation	-initials
	-in legal signature
Usage:	
Determiners	
	-this-these-that; that-those-them

Usage: (cont'd)

Usage Labels

-(dialect, slang)

Sentence Structure

Basic Sentence Pattern

Basic Sentence Pattern 3
NP + (be + NP)

Basic Sentence Pattern 4
NP + (be + Adj.)

Basic Sentence Pattern 5
NP + (be + Adv. p)

Basic Sentence Pattern 6
NP + (LV + NP)

Basic Sentence Pattern 7
NP + (LV + Adj.)

Transforms

-Yes-No Question

-Request

-negative

Critical Skills Applied to

Factual Material

Sixth Grade

Child Expectancies	Teaching Strategies
Literal Meaning and Specific Facts	
Child:	
-tabulates related direct statements (specific facts) which may be used as a basis for a general statement	-working in a small group
-identifies what is known about a given topic in order to establish purpose for further reading	-through group discussion -question the validity and extent of child's information in order to establish categories of information known or needed. Purpose for further reading is to corroborate known information and to find facts in categories where little is known
-distinguishes between factual statements and opinions	
-gives definitive answers to factual questions, omitting irrelevant details	
-participates in determining which facts are most important in a passage	-in group discussion
Sequence	
Child:	
-follows multi-stepped written sequential instructions	-independently
-follows oral/written directions in longer term planning	-field trip, short unit, project, etc.

Sequence (cont'd)	
-orders events or processes after reading a paragraph or short passage in which statements are not in sequential order	-independently
-broadens understanding of sequence to include events over a period of years	
-places items on a time line	
-identifies a paragraph written in sequential order	
Main Idea	
Child:	
-states main idea of a paragraph organized by topic sentence or summary statement	
-identifies organization of paragraph as: 1. Related details with a summary statement (main idea) 2. Main idea with supporting details	
-uses main idea/supporting details or details/main idea statement as organizational pattern for writing a paragraph	-with teacher supervision
-attempts to apply both types of reasoning, inductive and deductive, when dealing with information	-with teacher direction i.e. - inductive: facts ⟶ main idea deductive: main idea ⟶ supporting evidence
-categorizes facts to determine main idea and generalization	

Cause and Effect

Child:

-identifies passages written in cause/effect format	
-uses cause/effect logic when presenting his ideas in discussion	
-determines if a set of sequential occurrences is related by cause and effect	-group discussion
-develops awareness that some stated cause/effect relationships may be invalid	

Comparison and Contrast

Child:

-identifies similarities and differences of events, situations, and groups	
-compares and/or contrasts his information with facts from another previously acquired source	-with teacher direction
-participates in tabulating facts that are useful in making generalized comparison/contrasting statements	-cultural attributes, results of science experiments, etc.
-identifies words and/or phrases which are typically used in comparing and contrasting items and ideas	-in group discussion
-makes a valid statement involving comparison/contrast	-after group discussion

Classification and Categorization

Child:

-lists a significant number of attributes of a given object or idea	
-determines the common characteristic of a list of items	-working in a small group

Classification and Categorization (cont'd)

- classifies events, situations, and ideas according to common attributes
- categorizes facts preliminary to determining the main idea or generalization

Generalizations and Conclusions

Child:

-participates in tabulating facts that are useful in making generalized comparison/contrasting statements	-cultural attributes, results of science experiments, etc.
-tabulates related direct statements (specific facts) which may be used as a basis for a general statement	-working in a small group
-identifies a generalization in material heard or read	-in group discussion
-attempts to apply both types of reasoning, inductive and deductive, when dealing with information	-with teacher direction i.e. - inductive: facts → main idea deductive: main idea → supporting evidence

Inference

Child:

-distinguishes between stated information and information that he believes is true (inference)	
-identifies facts or sources on which his opinion (inference) is based	-much teacher direction

Vocabulary Development

Child:

-identifies key words in a factual passage	
-uses the specific vocabulary of a content area in speaking and writing	
-participates in group development of relationship of key words as an aid to organizing information and locating needed information	-structured overview
-contributes to paraphrasing of a factual passage, demonstrating his understanding of language used in content writing	
-uses key words as an aid in locating needed information	-index, card catalog

Acquiring Information

Sixth Grade

Child Expectancies	Teaching Strategies
Listening	
Child:	
-listens and retains without visual reinforcement	-uses tapes or informal lecture or discussion without providing accompanying visual materials to develop the ability to retain informative material without seeing it
-follows oral directions when order is necessary to accomplishing a task	-Note to teachers: These are the skills presented as third grade skills. The committee has not identified significant additional skills for upper grade levels. We believe the same skills are applied in more complex situations and for longer periods of retention. If teachers can identify other skills, they should be suggested to the Language Arts Revision Committee.
-retains oral instructions for a longer period of time	
-is able to focus attention in both small and large group discussion	
-writes from dictation	
-delivers oral message accurately	
-listens for information he needs when a series of instructions is being given	
Locating Sources of Information	
Child:	
-employs observation, interviewing, and experimentation as alternative forms to written material in locating information	-correlates with science, social science, and community studies curricula
-uses table of contents, index, chapter headings, and topic sentences as aids in locating information	

Locating Sources of Information (cont'd)

-defines his problem as a preliminary step to looking for appropriate resources	-asking a child to list what he already knows about a topic will frequently help him determine what he needs to know
-skims to get overview of information in a section of material to be read	
-notes source, listing information such as title, author, and page number	-this is not a formal note card, but rather a reference so that child knows reference if he needs the information again

Using Resources of Media Center

Child:

-understands arrangement of media center including subdivisions according to Dewey decimal system	-media specialist reviews arrangement of media center, with special emphasis on important subdivisions of Dewey decimal system
-uses card catalog to locate materials needed	-media specialist reviews, if necessary, card catalog skill — author, title, subject, illustrator, series, and cross reference cards -as needed, media specialist reviews color coding and abbreviations used on cards
-continues to increase number of reference materials he can use to find information needed	-media specialist introduces *Current Biography*, *Ohio Almanac* *Subject Index to Children's Periodicals*, and *National Geographic Index*, and reviews previously introduced reference materials, as needed
-uses a.v. materials	-media specialist instructs in use of a.v. material on an individual basis, as needed

Using Books

Child:

-uses index to locate specific information	-encourages children to look up all reference pages, not just the first one listed
-notes headings, titles, and variety of print as clues to relative importance of information	

Using the Dictionary

Child:

-selects appropriate definition corresponding to context of sentence he has heard or read	-be certain that dictionary is appropriate to achievement level and needs of child -many children will still need teacher direction and supervision
-expands understanding of entry words to include: 1. Suffixes 2. Prefixes 3. Abbreviations	
-uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech	-with teacher direction. Since parts of speech are not being emphasized in grammar, example sentences take on new importance
-consults dictionary for correct spelling or to determine which of two alternative spellings and/or pronunciations is preferred	-as guide is implemented, appropriate techniques will need to be devised to help child locate word when he doesn't know how to spell it
-differentiates between alternative pronunciations as determined by use	
-understands difference in usage between thesaurus and dictionary	

Using the Dictionary (cont'd)

-uses diacritical legend and stress markings to pronounce unfamiliar words	-emphasis on long, short, and schwa
-becomes aware of etymology of words as need or interest dictates	-a good enrichment activity for those children who do not need to spend so much time on spelling
-develops awareness of the sections of a dictionary, in addition to the entry words, which contain other information, such as: 1. Pronunciation symbols 2. Abbreviations 3. Biographical names	-sections vary according to dictionary being used

Recording Information

Sixth Grade

Child Expectancies	Teaching Strategies
Note-taking	
Child:	
-records important facts from a short reading passage, pictures, filmstrips, and/or charts	-most work of this type should be with a partner -be certain reading level is below instructional level if children are attempting to take notes on written material
Keeping and Organizing Papers and Notebook	
Child:	
-keeps a notebook for a content area, organizing if for his use for study or reference	-particularly important because children need to keep papers organized when they go from class to class at the Junior High School. Careful instruction in a controlled situation should help some of the children who are having real difficulties with this at higher grade levels
-keeps a personal log for a two or three week period of time	-could be correlated with the community studies program
Proofreading	
Child:	
-uses proofreading techniques from previous years, self-correcting more extended passages	-responsibility for self-correction is limited to those skills in which a child has had intensive instruction

Proofreading (cont'd)

-understands symbols used by teachers in correction of written work

-a conference in which teacher and child proofread together is advocated, whenever possible

-when it is necessary to correct written material, the following symbols will be used by all teachers so that markings will have consistent meaning to students:

Not clear	?
Awkward	K
Better word	BW
Spelling	Sp
Punctuation	P
Capitalization	Cap.
Paragraph	¶
Word Division	Syl.
Redundancy	Red.
Omission	^
Agreement	Agr.
Wrong word	WW
Wrong tense	Tense
Wrong case	Case
Misplaced modifier	MM
Comma fault	CF
Sentence fragment	Frag.
Run-on sentence	RO
Shouldn't use abbrev.	wr

Communicating Information

Sixth Grade

Child Expectancies	Teaching Strategies
Oral Form	
Child:	
-contributes to group discussion of a specific topic or problem	-without teacher participation -there are Handbooks available which give detailed instructions and techniques for helping children acquire the ability to participate effectively in small group discussions
-gives informal speech, incorporating information for a specific purpose, such as giving instructions, describing an object or event, etc.	
-organizes facts to defend an opinion	-in group discussion
-leads small-group discussion, using specific small group discussion techniques	
-assumes responsibility for reporting informally to the class on a specific, well-defined topic	
-uses multi-media aids in conjunction with informal oral report	-teacher can incorporate many of these aids, and by example, give children ideas for appropriate types of materials to use
Written Form	
Child:	
-writes a short information passage incorporating information he has gained, after reading several resources for information	-does not include formal note cards

Written Form (cont'd)

-tabulates information under correct category when given a basic structure (such as outline or headings for a table)	-with teacher direction
-constructs a short essay on a factual topic	-much teacher direction. This is first stage in learning to write an essay answer on a test

General Goals and Strategies

Sixth Grade

Child Expectancies	Teaching Strategies
Child:	
-reads widely and listens to many types of literature	-Time for much reading should be provided within the school day e.g. sustained silent reading -Time should be provided for the teacher to read to the children; emphasis should be placed on poetry, legends, folktales, etc. -Opportunities should be provided throughout the year for children to read widely to pursue individual areas of interest -Provisions should be made for individual and/or small group conferences -Motivators for wide reading should be developed
-studies folk story that is short, preparing children for the study of the short story at the seventh grade	-Structured opportunities should be provided throughout the year for children to read widely with teacher direction in the areas of: legend folktale tall tale fairytale fable myth plays poetry — all types
-writes creatively on a variety of topics	-As the need for writing on factual topics increases, it is vital that teachers provide opportunities for children to write creatively. At the sixth grade much writing may be correlated with the emphasis areas in literature — tall tales, folk tales, myths, etc. Those children who enjoy poetry should be encouraged to attempt writing poems using various forms.

Cognitive Elements of Literature for sixth grade on following pages

-See Information - Proofreading for guide-lines in evaluating creative writing

-In developing cognitive skills, be careful to select stories in which the element being studied is relatively obvious — e.g. much action with definite conflict for plot

-As you teach this year, please record titles and sources of stories which are particularly good for developing each cognitive skill

Cognitive Elements of Literature

Sixth Grade

Child Expectancies	Teaching Strategies
Plot-Sequence	
Child:	
-makes a time line	-reviews procedures from fifth grade
-diagrams the plot of a story	
-writes a cause/effect anecdote	-reads carefully selected cause/effect passages to children as preparation for writing
-given several contributing factors, suggests possible logical results	-this is a high level thinking skill, and will probably be too difficult for slower children in the class
-contributes to a small-group development of a story that has a clearly defined plot	-this would have logical correlation with emphasis on tall tales, legends, etc.
-keeps a journal or diary over a period of time	-may correlate with camp experience or with community studies program
Setting	
-identifies setting clues that help create mood	-poetry is particularly effective for this
-suggests possible relationships between plot and setting	-this will demand much teacher direction because it has not been emphasized in lower grades
-compares settings from various stories	
-writes a passage comparing two different settings	

Characterization

Child:

-lists personality traits of a character and states supportive evidence	-provides the structure to show that personal characteristics are shown through interaction with other characters and the setting
	-directs development of lists of words describing possible personality traits
-gives examples demonstrating ways in which characters react to each other	
-suggests personal experiences which affect his reaction to character	-suggest that children relate personal experiences that help them empathize with characters — in class discussion
-compares and contrasts characters in similar situations	-particularly important that we locate appropriate materials for this activity
-writes a character sketch	-relate to tall tales — exaggerated characters

Literal Meaning

Child:

-uses context to determine variance of word meaning	-see Information — Using the Dictionary
-explores connotations of words	
-locates the uses of dialect, slang, and colloquialisms in given passages	-instructs through use of legends, folk tales, tall tales, etc.
-locates supporting evidence in responding to a given statement, conclusion, or question	

Vocabulary Development

Child:

-analyzes passages using figurative language and/or idiomatic expressions to determine variant uses of words	-provides much experience with descriptive passages and poetry
-uses context clues to determine word meanings	
-selects definition of a word having several meanings	-see Acquiring Information — Using the Dictionary
-explores the origin of words	
-builds word meaning through root words, affixes, and families of words	
-increases understanding of affixes	
-uses thesaurus, dictionary, and glossary as tools to aid in development of vocabulary	

Mood

Child:

-suggests words that describe moods in various literary materials presented through all types of media	-uses poetry as a rich source of mood words
	-directs students to a variety of books that express moods characteristic of different literary forms - mystery, adventure, etc.
-uses creative modes to express his reactions to stories, records, pictures, and films	-incorporates writing, drawing, creative dramatics, etc.
-discriminates among various moods created in stories, records, and pictures	-suggests use of same medium to portray different moods
	-suggests use of a variety of media to portray the same mood

Mood (cont'd)

-writes poetry or narrative passages that create a mood	-encourages children who are successful in writing poetry to write frequently, using a variety of forms

Handwriting

Sixth Grade

Child:

- -retains skills in both manuscript and cursive
- -Note to teachers: Be especially alert to policy pages

Spelling

Intermediate

Child Expectancies	Teaching Strategies
Child: -learns to spell from standard spelling lists, other content-area words, and words needed to communicate at school and at home	-gives basic spelling instruction for all students -writes correct spelling of needed words on board during large group discussion that precedes writing -begins instruction in using dictionary to find correct spelling -uses conference for individualizing proofreading skills -avoids marking spelling on creative writing papers unless it is being proofread with the child in preparation for display or for being sent to someone

Grade Level Designation for Grammar Instruction

Grade level responsibilities for introduction and for intensive instruction or emphasis are listed on the following pages. At this point there has been no attempt to suggest appropriate or effective teaching strategies for each of the skills. If, after using the adopted text, teachers feel that additional suggestions would be valuable, suggested strategies can be added.

As a rule there is a two-three year period between introduction and intensive instruction. The committee feels that this will allow a child to build an understanding before emphasis, drill, and expectation of mastery. Student accountability for proofreading should be limited to those skills in which he has had intensive instruction or which are being maintained after such instruction.

Grammar Instruction

Sixth Grade

Introduction	Emphasis or Intensive Instruction
Mechanics:	
Apostrophe	
	-singular possessives
Capitalization	
-in a quoted sentence	-names of buildings and monuments
	-names of organizations, clubs, business firms, institutions, and government departments
	-names and locations related to geography (major categories such as continents, oceans, countries, etc.)
	-names of streets, towns, and cities
	-the first word and all nouns in the salutation of a letter
	-the first word in the closing of a letter
	-trade names
	-titles — Mr., Mrs., Miss, Ms., Dr., Rev.
Colon	
	-introduction of a list
	-after the salutation in a business letter

Mechanics: (cont'd)	
Comma	
-in a direct quote	-between cities, towns, and states
-appositive	-between day of month and year
	-after salutation and closing of a friendly letter
	-after closing of a business letter
Hyphen	-to divide words at the end of a line
	-numbers (written out)
Indenting	-letter writing
Period	-abbreviated titles
Usage:	
Agreement	
-agreement of subject-verb	
Contractions	-don't-doesn't; isn't-aren't; wasn't-weren't
Pronoun forms	
-subject and object	
Verb forms	
-correct tense, singular - plural, correct auxiliaries	

Usage: (cont'd)

Verb usage

-throw, broke-broken; burst, chosen, drew, drove, fallen, flown, froze, stolen, torn

Sentence Structure:

Transforms

Wh - Question

-knew-known; took-taken

Basic Sentence Pattern 2

-NP + (V + NP)

-Yes-No Question

Critical Skills Applied to
Factual Material

Seventh grade

Child Expectancies	Teaching Strategies
Literal Meaning and Specific Facts	
Child:	
-lists facts from a factual passage that support a main idea	
-decides which facts are essential to a topic	-with teacher direction
-formulates questions which will elicit important facts	-with teacher direction
-differentiates between a generalization and a stated fact	
Sequence	
Child:	
-follows multi-stepped written sequential instructions	-most children should be able to do this independently
-places random facts in sequential order when sequence is important to comprehension	
-determines if sequential events have cause/effect relationship	
-determines if sequential format is appropriate for organizing information	
Main Idea	
Child:	
-lists facts from a factual passage that support a main idea	

Main Idea (cont'd)	
-lists facts from a factual passage and suggests a logical generalization or main idea	-with teacher direction
-suggests types of evidence needed to support a main idea	
-uses main idea/supporting details or details/main idea statement as organizational pattern for writing a paragraph	
Cause and Effect	
Child:	
-determines if cause/effect is important element of information being studied	-in group discussion
-states main idea in cause/effect terms	
-determines if sequential events have cause/effect relationship	
-suggests if cause/effect relationship in a passage seems valid or invalid	-particular application to newspaper unit
Comparison and Contrast	
Child:	
-uses understanding of indicator words/phrases to identify material organized in comparison/contrast format	
-participates in group tabulation of information, using comparison/contrast as a format	
-discovers simple analogous situations or examples in material read	

Classification and Categorization

Child:

-lists a significant number of attributes of a given object or idea	
-determines the common characteristic of a list of items	
-classifies information/facts into categories as he reads	
-uses classification/categorization of facts as basis for a tentative generalization	-with teacher direction

Generalizations and Conclusions

Child:

-lists facts from a factual passage and suggests logical generalization or main idea	-with teacher direction
-differentiates between a generalization and a stated fact	-application in newspaper unit
-uses classification/categorization of facts as basis for suggesting a generalization	-with teacher direction
-suggests substantiating facts needed when given a generalization stated as an hypothesis	-with teacher direction
-suggests valid/invalid cause/effect information or conclusions for a specific passage	-application in newspaper unit

Inference

Child:

-discriminates between stated and inferred facts	-with teacher direction

Inference (cont'd)	
-classifies statements in passage as fact, opinion, or inference	-in group discussion
-relates inferences he makes to stated facts he has read	
Vocabulary Development	
Child:	
-identifies key words in a factual passage	
-determines appropriate method for building meaning of key words	
-participates in group development of relationship of key words, as an aid to organizing information and locating needed information	-structured overview
-uses key words as aid in locating needed information	-application in use of index and card catalog
-paraphrases a passage, demonstrating understanding of content	

Acquiring Information

Seventh Grade

Child Expectancies	Teaching Strategies
Listening	
Child:	
-listens and retains without visual reinforcement	-uses tapes or informal lecture or discussion without providing accompanying visual materials to develop the ability to retain informative material without visual reinforcement
-listens to take notes on most important information	-close teacher supervision
-follows oral directions when order is necessary to accomplishing a task	-Note to teachers: These are the skills presented as third grade skills. The committee has not identified significant additional skills for upper grade levels. We believe the same skills are applied in more complex situations and for longer periods of retention. If teachers can identify other skills, they should be suggested to the Language Arts Revision Committee.
-retains oral instructions for a longer period of time	
-is able to focus attention in both small and large group discussion	
-writes from dictation	
-delivers oral messages accurately	
-listens for information he needs when a series of instructions is being given	
Locating Sources of Information	
Child:	
-scans section of book to determine if it contains needed information	
-uses charts, graphs, tables, illustrations, and footnotes in books as appropriate sources of information	

Locating Sources of Information (cont'd)

Child:

-determines appropriate reference for type of information needed	
-uses multiple sources as cross reference to accurate information	

Using Resources of Media Center

Child:

-understands arrangement of media center: 1. Charging desk 2. Book return 3. Card catalog 4. Encyclopedias, dictionaries, and other reference materials 5. Vertical file 6. Reader's Guide and periodicals 7. Fiction and non-fiction shelves 8. Audio-visual materials	-media specialist introduces students to arrangement of media center - emphasis on general areas
-borrows materials, using appropriate procedures for each of following categories: 1. Books 2. Reference materials 3. Periodicals 4. Audio-visual software	-media specialist introduces procedures for borrowing materials. These may need to be reviewed during year if need is apparent.
-understands types of material in media center, major divisions and subdivisions according to Dewey decimal system, and call numbers as key to locating materials.	-media specialist reviews theory of classification of materials, Dewey decimal system (major and sub-divisions), and call numbers as key to location of materials
-locates following materials on shelves, exhibiting understanding of various shelf arrangements: 1. Biography 2. Story collection 3. Fiction 4. Reference	-media specialist reviews various arrangements of books on shelves, depending on category of book

Using Resources of Media Center (cont'd)

-uses card catalog as a guide to locate materials needed in the media center, demonstrating understanding of: 1. Alphabetical arrangement 2. Author, title, subject, and cross-reference cards 3. Procedure for location of book 4. Proper retrieval of book (call number, filling out slip, locating book on shelf, marking place) 5. Color coding	-media specialist reviews use of card catalog and proper procedures for locating and retrieving materials from shelves. Teacher provides appropriate opportunities for use of these skills, alerting media specialist to subjects or types of materials students will need.
-uses various parts of non-fiction book, such as index, glossary, index of illustrations	-teacher assumes responsibility for instruction in use of the parts of a books, with the media specialist reminding and reinforcing as necessary
-uses following reference materials for needed information: 1. Encyclopedias 2. Atlases 3. Dictionaries - abridged and abridged 4. *Reader's Guide to Periodical Literature* 5. *Webster's Geographical Dictionary* 6. *Encyclopedia of Nations, Lands and People* 7. *Famous First Facts* 8. *Bartlett's Familiar Quotations* 9. *Almanacs*	-media specialist instructs in use of *Reader's Guide to Periodical Literature* -media specialist and teacher continue to guide child in selection of reference most appropriate to his need -teacher is responsible for coordinating media center resources with instructional needs in classroom -media specialist reviews use of: Atlases Abridged and unabridged dictionaries Almanacs -media specialist introduces: *Webster's Geographical Dictionary* *Encyclopedia of Nations, Lands and People* *Famous First Facts* *Bartlett's Familiar Quotations*
-uses audio-visual materials	-media specialist reviews use of all types of audio-visual materials, how they are identified in card catalog, and proper use of hardware

Acquiring Information

Using Books

Child:

-notes headings, titles, and variety of print as clues to relative importance of information	
-differentiates between appropriate use of table of contents and index	
-refers to index of illustrations, maps, charts, etc.	-many children will need review on how to read these accurately
-reads footnotes and is aware of variant footnoting procedures	-where to locate, not how to write them

Using the Dictionary

Child:

-selects appropriate meaning corresponding to context of sentence he has heard or read	
-uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech	
-uses dictionary to determine correct spelling	-techniques will need to be devised for teaching children this skill
-uses diacritical legend and stress markings to pronounce unfamiliar words	-emphasis on long, short, and schwa
-participates in study of etymology as an aid to vocabulary development, with stress on extensive "families" of words	
-uses thesaurus as appropriate resource for synonyms and/or antonyms and as a means to extend vocabulary	
-develops awareness of the sections of the dictionary, in addition to the entry words, which contain other information, such as: 1. Pronunciation symbols 2. Abbreviations 3. Biographical names	-sections vary according to dictionary being used

Recording Information

Seventh Grade

Child Expectancies	Teaching Strategies
Taking Notes	
Child:	
-learns from watching and imitating a teacher taking notes from reading material	-takes notes on blackboard or overhead
-takes notes independently on short passages of media or printed material, comparing results in large group discussion	-with teacher structure
-practices a variety of techniques of taking notes	-with teacher supervision -running notes, outlining, side by side, diagrams
Keeping and Organizing Papers and Notebook	
Child:	
-keeps materials organized in a notebook by subject areas	-teacher must instruct and supervise
Proofreading	
Child:	
-uses proofreading techniques from previous years, self-correcting more extended passages	-responsibility for self-correction is limited to those skills in which a child has had intensive instruction

Recording Information

Proofreading (cont'd)

-understands symbols used by teachers in correction of written work

-when it is necessary to correct written work, the following symbols will be used by all teachers so that markings will have consistent meaning to students:

Not clear	?
Awkward	K
Better word	BW
Spelling	Sp.
Punctuation	P
Capitalization	Cap.
Paragraph	¶
Word Division	Syl.
Redundancy	Red.
Omission	^
Agreement	Agr.
Wrong word	WW
Wrong tense	Tense
Wrong case	case
Misplaced modifier	MM
Comma fault	CF
Sentence fragment	Frag.
Run-on sentence	RO
Shouldn't use abbrev.	wr

Communicating Information

Seventh Grade

Child Expectancies	Teaching Strategies
Oral Form	
Child:	
-participates in panel discussion of a specific topic	
-understands and uses structured format for a short, informative speech	
-participates in small group discussion, as leader, participant, recorder, or observer	-will need to review procedures taught in sixth grade
Written Form	
Child:	
-participates in group outlining of information on a given topic	-will need much instruction
-writes a short paper incorporating information which has been given to him in outline form	
-constructs a short essay on a factual topic	-discuss child's essays for content as well as structure because this is a preliminary step in helping children write essay answers to test questions

General Goals and Strategies

Seventh Grade

Child Expectancies	Teaching Strategies
Child:	
-reads widely in many types of literature	-Many children will need guidance and encouragement in selecting appropriate reading materials for pleasure reading
	-Children should be encouraged to read many books on which no form of report is required
	-Opportunity should be provided for children and teacher to share reactions to books they have read, without emphasis on analysis or value judgments on books
-reads and explores in various genre — recognizes the various elements of each	-Provide a cursory idea of the historical development of forms of literature
	-Reading materials should be available for both study and pleasure
	-Teacher will use vocabulary (terminology) of literature so that children will acquire facility in using precise terms in written and oral discussion
	-Through reading in all forms of literature, children begin to realize the breadth of cultural heritage available through written materials

-Attempts writing in various literary forms

Specific expectations for study of each literary form to be studied follows.

(Newspaper is included, with the understanding that it is not a literary form)

*indicates items reserved for most capable students

-Provide opportunities for creative writing without imposing adult standards

Short Story

Seventh Grade

Child Expectancies

Child:

- demonstrates understanding of the following literary terms as they apply to the short story:
    - plot
    - setting
    - characterization (heavy emphasis)
    - conflict
    - climax
    - point of view (1st and 3rd person only)
    - *theme
    - *irony (introduce - emphasis at 8th grade)
- recognizes the relevant "elements" in each story of the short story unit

Teaching Strategies

- provides students with a copy of Projections in Literature's "Handbook of Literary Terms." If sufficient books are not available, additional mimeographed copies may be requested from the office.
- refer to Thrust for the average child
- provides much guidance through discussion
- the following ten story unit from Projections in Literature is suggested to introduce the elements of the short story and build student knowledge: Approximate time length: 4 weeks

"The Dubbing of General Garbage"..
    plot - climax
"Thanksgiving Hunter"...
    plot - conflict
"Strawberry Ice Cream Soda"...
    conflict - characterization
"Beauty Is Truth" ...
    setting - characterization
"The Lesson"...
    characterization
"The Pheasant Hunter"...
    plot - characterization - conflict
"First Principle"...
    theme - plot - conflict

Short Story (cont'd)

- "The Gift of the Magi"...
  irony (dealt with in detail in 8th grade*)

"The Jail"...
  irony (dealt with in detail in 8th grade*)

"The Gift"...
  this story is good as a quiz for literary terms

Note: Point of view should be discussed with each story

Novel

Seventh Grade

Child Expectancies	Teaching Strategies
Student:	
-engages in small group discussion of common novel read	-establishes criteria for discussion
-applies understanding of elements of the short story to novel, using appropriate literary terms	-reviews relationship between basic short story elements of plot, character, and setting
	-provides much supervision
-presents oral or written report emphasizing basic ideas of characterization and time-setting relationship	-provides suggested list - such as: Book List (Reading level: 1 - High 2 - Average 3 - Below Average) When Legends Die - Hal Borland - 1 The Red Pony - John Steinbeck - 1 Anne Frank: Diary of a Young Girl -1 The Yearling - Marjorie Rawlings - 1 Light in the Forest - Conrad Richter - 1,2 That Was Then, This Is Now - S. E. Hinton - 2,3 Hot Rod - Henry Felsen - 2,3 Deathman, Do Not Follow Me - Jay Bennett - 2,3 Up A Road Slowly - Irene Hunt - 1,2 Sounder - William H. Armstrong - 1, 2, 3 Edgar Allen - N. Neufield - 1,2

Book Reports

(for teacher reference)

Seventh Grade

1. Each teacher should determine the number of reports to be presented throughout the year.
   Suggestion: one book per ten week period. This will need to be modified for children with particular reading problems. Teachers should be particularly aware of length of book for those children with reading problems.

2. Guidelines for a book report:

   Some provision must be made by the teacher to assure that the student has a clear understanding of what he needs to look for while reading. The teacher should then help the student see the necessary application of such knowledge in a formal presentation. In other words, the book report is to be more than a check to see that a book has been read.

   At this point, note-taking skills should be incorporated. Reference should also be made to the critical reading skills section.

   Suggestions:

   a. give the title and author's name - book titles are always underlined

   b. tell the time and place of the story (setting)

   c. name the chief characters and describe their personalities (characterization)

   d. mention an incident in the book and describe it in detail

   e. explain why a recommendation is given or not given

   Other suggestions may be incorporated, but expectations must be related to instructional emphasis in the classroom.

Poetry

Seventh Grade

Student Expectancies	Teaching Strategies
Student:	
-words with examples of figures of speech, in order to build to a working definition of: metaphor simile alliteration personification onomatopoeia	-uses examples from poems illustrating the figures of speech -filmstrips available in library: "What to Look For in Poetry" a. meaning through sound - alliteration, onomatopoeia b. simile and metaphor "The Poetic Experience"
-identifies and perhaps writes examples of: limericks ballads four-lined rhymed poems narrative poetry (identify, not write) concrete poems unrhymed poetry	-provides a "poetry library" available to students. Students might construct a poetry booklet composed of examples of the types of poetry studied. The poetry booklet could also include examples of student poetry of the types studied.
-explores the mood that is created in the various types of poetry stated above	-may use student poetry as well as professional poetry in class discussion of mood Ex. - humor in limericks tragedy in ballads

Drama

Seventh Grade

Student Expectancies	Teaching Strategies
Student:	
-will be able to define the following terms: playwright act scene stage directions dialogue characterization exposition rising action climax falling action four stages of drama *theme	-presents students with definitions of the dramatic terms as found in Introduction to Literature (text) and Stephen Dunnings' Teaching Adolescents Plays
-differentiates between narrative (past tense) and drama (present tense)	-to teach the difference between narrative and drama, present a scene from a short story. All events from the past told in the narrative must be incorporated into the conversations of the play's characters. Suggest: The opening scene from "All Summer In a Day" by Ray Bradbury (Thrust)
-reads several (or many) plays and: - applies understanding of four stages of drama - suggests methods of characterization - writes character sketches of a play's main characters	-have students read the one act plays from Introduction to Literature. Students should answer questions on the plays concerning the four stages of drama. Students by this time should be adept in discussing methods of characterization (heavily emphasized in short story and novel). Therefore students should write character sketches of the play's main characters.

Drama (cont'd)

-participates in staging key scenes of a play. This would include:

- acting
- set
- props
- costumes
- sound effects
- lighting

-teachers may supplement text plays with works from the Junior High School media center

Prize Plays for Teenagers - Miller

One Act Plays for Teenagers - Miller

Holiday Plays for Teenagers - Siaz

-*the teacher may serve as director!*

-suggested play:
"The Monsters Are Due on Maple Street" by Rod Serling (*Projections in Literature*)

Newspaper

Seventh Grade

Student Expectancies	Teaching Strategies
Student:	
-makes a formal study of the newspaper, learning organization, layout, and writing techniques	-order a newspaper kit. Have students read the newspaper and discover what is on each of the main pages: front page editorial page society page sport page classified ads comics Example: Read the editorial page. Students should list the items found on this page: mast head signed editorials letters to the editor editorial cartoons Hand out a blank "layout" of the page being discussed. For the editorial page there should be numbered blocks. Match the items above to the blocks.
-applies grammar instruction in sentence structure and analysis of paragraph structure in writing paragraphs appropriate to the six main pages	-practice writing the different kinds of articles found on the six main pages - news articles, human interest stories, editorials. Discussion and application of sentence and paragraph construction should be undertaken here.
	-note organization of newspaper paragraphs - the six "vital" questions: who, what, where, when, how, and why
-participates in publishing a class newspaper	-to publish a class paper, divide the class into groups (approximately five to a group). Each group should be responsible for constructing one page or section of a paper. The responsibility should include both articles and layout. The class will then publish a six (or longer) page paper.

Handwriting

Seventh Grade

Child:

- -retains skills in both manuscript and cursive
- -Note to teachers: Be especially alert to policy pages

Spelling

Seventh Grade

Student Expectancies

Student:

- uses correct spelling in assignments and compositions with ease, using the dictionary for extraordinary words

Teaching Strategies

- gives basic spelling instruction to students who indicate they need specific help
- continues spelling instruction in relation to the expanding vocabulary and writing needs in all areas of the curriculum
- teaches the vocabulary, both meaning and spelling, specific to the content of his subject
- *all content-area teachers are spelling teachers*
- correction of papers for spelling errors - see Proofreading

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Grammar Instruction

Seventh Grade

Introduction	Emphasis or Intensive Instruction
Mechanics:	
Apostrophe	
	-plural possessive (both regular and irregular)
Capitalization	
-bibliography	-names of races, nationalities, and languages
	-names of stars, planets, and constellations
	-first, last, and all other important words in the titles of articles, short stories, and books
	-first word in a line of poetry
Comma	
-bibliographies	
-sentence modifiers: verbal adjective adverb prepositional phrases	
-compound sentences	
Exclamation mark	
	-command
	-emphasis
Hyphen	
	-in some compound words

Italics	-titles -words used as words (Note: underlining in children's work corresponds to italicized print)
Quotations marks	-titles of short stories, poems, and articles
Usage:	
Adjective-adverb confusion -correct choice dependent upon context	
Colloquial language -appropriate use	
Naming self last	-naming self last
Standard dialect -appropriate use	
Verb usage -should have, have been	-rang-rung; went-gone; began-begun; wrote-written
Sentence Structure:	
Transforms -Subordinate	-Possessive -Exclamation -Here and there -Request

Critical Skills Applied to
Factual Material
Eighth Grade

Student Expectancies	Teaching Strategies
Literal Meaning and Specific Facts	
Student:	
-determines facts or evidence needed to support a generalization or main idea	
-keeps supporting details in proper sequence when sequence is important to events or processes, in a selection of moderate complexity	
-locates supporting factual evidence when given a main idea	
-identifies main idea and supporting facts in a paragraph	
-organizes facts and main ideas into outline form as preparation for writing or speaking	-with teacher guidance
-suggests a logical conclusion or generalization when given evidence	
-states a conclusion and/or generalization as a hypothesis and suggests appropriate references and/or processes by which to develop supporting evidence	-with teacher direction -see Acquiring Information
-relates his ideas (inferences or opinions) to stated facts	
-participates in group identification of information on which author's conclusions are based	

Factual Material
Critical Skills

Sequence

Student:

- follows complex instructions which involve sequence
- determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary statement, or comparison/contrast
- states main idea in sequential terms if paragraph is organized in sequential format
- keeps supporting details in proper sequence when sequence is important to events or processes
- places events from more than one source in sequential order

Main Idea

Student:

- determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary statement, or comparison/contrast
- identifies main idea and supporting facts in a paragraph
- locates supporting factual evidence for a main idea
- determines facts or evidence needed to support a generalization or main idea
- states main idea in terms that reflect organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/generalization, or comparison/contrast

-much teacher help

Main Idea (cont'd)

-categorizes information from more than one source under appropriate main heading	-with teacher direction
-organizes facts and main ideas into outline form as preparation for writing or speaking	-with teacher help

Cause and Effect

Student:

-determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary statement, or comparison/contrast	
-states main idea in terms that reflect cause/effect format of passage	
-determines if cause/effect relationship is important in information being studied	
-determines the validity of cause/effect relationships being studied and gives reasons	-much teacher direction
-selects causes or effects from more than one source when reading for information on a specific topic	-with teacher help

Comparison and Contrast

Student:

-determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary statement, or comparison/contrast	
-determines appropriateness of comparison/contrast in organizing information	-with teacher direction

Comparison and Contrast (cont'd)

-identifies similar or dissimilar statements from more than one source when locating information on a specific topic	
-formulates a generalization after identifying a series of comparisons	-with teacher help
-differentiates between valid and invalid analogies	-with teacher direction

Classification and Categorization

Student:

-uses ability to classify to determine irrelevant information	
-categorizes information from more than one source under appropriate main heading	-with teacher direction
-uses classification/categorization of facts as basis for stating a generalization as a main idea	

Generalizations and Conclusions

Student:

-uses classification/categorization of facts as basis for suggesting a generalization	
-formulates a generalization after identifying a series of comparisons	
-suggests a logical conclusion or generalization for given evidence	
-determines facts or evidence needed to support a main idea or generalization	
-states a conclusion and/or generalization as an hypothesis and suggests appropriate references and/or processes by which to develop supporting evidence	-particular application in science

Generalizations and Conclusions (cont'd)

- participates in group identification of information on which author's conclusions are based
- determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary or generalization statement, or comparison/contrast

Inference

Student:

- classifies statements in a passage as fact, opinion, or inference
- relates inferences he makes to stated facts he has read
- discriminates between stated and inferred facts

Vocabulary Development

Student:

- identifies key words in a factual passage
- determines appropriate method for developing meaning of key words
- makes his own structured overview when given key words, demonstrating understanding of the relationship of content words
- demonstrates understanding that he must have precise meaning for technical or content vocabulary
- paraphrases a passage, demonstrating understanding of vocabulary content

Acquiring Information

Eighth Grade

Student Expectancies	Teaching Strategies
Listening	
Student:	
-listens and retains without visual reinforcement	-uses tapes, informal lecture, or discussion without providing accompanying visual materials to develop the ability to retain informative material without visual reinforcement
-listens to take notes on most important information	-with teacher direction
-follows oral directions when order is necessary to accomplishing a task	-Note to teachers: These are the skills presented as third grade skills. The committee has not identified significant additional skills for upper grade levels. We believe the same skills are applied in more complex situations and for longer periods of retention. If teachers can identify other skills, they should be suggested to the Language Arts Revision Committee.
-retains oral instructions for a longer period of time	
-is able to focus attention in both small and large group discussions	
-writes from dictation	
-delivers oral messages accurately	
-listens for information he needs when a series of instructions is being given	
Locating Sources of Information	
Student:	
-works independently in media center, using appropriate sources for information needed	

Locating Sources of Information (cont'd)	
-varies reading rate according to purpose, skimming to locate answers to specific questions, scanning to determine if source contains information needed	
-uses bibliography as resource for additional information	-see Using Books
-locates information through the use of broad and narrow categories when given a specific assignment	-reviews use of key words and their importance in locating information needed
-relates information from more than one source in organizing information on a specific topic	-see Critical Skills - Classification and Categorization
-questions authenticity or validity (copyright date) of resource	
Using Resources of Media Center	
Student:	
-uses proper procedures for borrowing materials	-media specialist reviews, as necessary: 1. Procedures for borrowing materials 2. Location and arrangement of books in media center 3. Use of card catalog 4. Use of audio-visual material 5. Use of reference materials
-locates all types of books in media center	
-uses card catalog	
-chooses appropriate reference material	-media specialist introduces: 1. *Dictionary of American History* 2. *Atlas of American History* 3. *Negro in American History* 4. *Statesman's Yearbook* 5. *Who's Who*
-selects from an increasing number and variety of resources	-teacher provides instructional opportunities for supervised use of media center

Using Books

Student:

-understands significance of information on title page (copyright date, author, etc.) and its correlation with card catalog

-refers to index of illustrations, maps, charts, etc.

-reads footnotes and is aware of variant footnoting procedures

-refers to appendices and understands variants according to type of book

-is aware of bibliography as a source of additional material

Using the Dictionary

Student:

-selects appropriate meaning corresponding to context of the sentence he has heard or read

-uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech

-uses diacritical legend and stress markings to pronounce unfamiliar words

-emphasis on long, short, and schwa

-participates in study of etymology as an aid to vocabulary development, with stress on extensive "families" of words

-uses thesaurus as an appropriate resource for synonyms and/or antonyms and as a means to extend vocabulary

Using the Dictionary (cont'd)

-develops awareness of the sections of the dictionary, in addition to the entry words, which contain other information, such as:

1. Pronunciation symbols
2. Abbreviations
3. Biographical names

-uses dictionary as an appropriate reference tool

Recording Information

Eighth Grade

Student Expectancies	Teaching Strategies
Taking Notes	
Student:	
-learns from watching and imitating a teacher taking notes from discussion or informal lecture	-history of drama would be a good area in which to work on this skill -takes notes on chalkboard or overhead, pointing out why items recorded are important
-takes notes from printed material and/or media with a limited amount of teacher structure	
-selects format for taking notes that seems most sensible or appropriate after determining organizational format of material he is studying	-reviews different types of notes and their use with various types of materials being studied: 1. Side by side for comparison/contrast or cause/effect 2. Running for sequential 3. Outlining for main idea/ supporting evidence 4. Diagramming for key words
Keeping and Organizing Papers and Notebook	
Student:	
-maintains organized notebook containing papers needed in various subject areas	
-completes a structured notebook, designated to cover a particular unit or specific use (such as open-book test), including table of contents	-gives specific instructions for format

Recording Information

Proofreading

Student:

-uses proofreading techniques from previous years, self-correcting more extended passages

-understands symbols used by teachers in correction of written work

-when it is necessary to correct written material, the following symbols will be used by all teachers so that markings will have consistent meaning to students:

Not clear	?
Awkward	K
Better word	BW
Spelling	Sp.
Punctuation	P
Capitalization	Cap.
Paragraph	¶
Word Division	Syl.
Redundancy	Red.
Omission	^
Agreement	Agr.
Wrong word	WW
Wrong tense	Tense
Wrong case	Case
Misplaced modifier	MM
Comma fault	CF
Sentence fragment	Frag.
Run-on sentence	RO
Shouldn't use abbrev.	wr

Communicating Information

Eighth Grade

Student Expectancies	Teaching Strategies
Oral Form	
Student:	
-gives structured speech to class	-for the present, format will be devised by each teacher. May want to cooperate in working out a structured format
-gives a short, informative speech, incorporating media and/or charts and graphs, etc.	
Written Form	
Student:	
-organizes information into appropriate structure such as an outline, preparatory to writing	-with teacher guidance
-constructs a written report on a given topic, using outline or other organizational pattern as a guide	
-uses appropriate organizational format in presenting information in written form - e.g. cause/effect, sequential, main idea/supporting evidence, facts/summary statement	
-constructs a short essay on a factual topic	

General Goals and Strategies

Eighth Grade

Student Expectancies	Teaching Strategies
Student:	
-reads widely in many types of literature	-Many children will need guidance and encouragement in selecting appropriate reading materials for pleasure reading -Children should be encouraged to read many books on which no form of report is required -Opportunity should be provided for children and teacher to share reactions to books they have read, without emphasis on analysis or value judgments on books
-reads and explores in various genre - recognizes the various elements of each	-Provide a cursory idea of the historical development of forms of literature -Reading materials should be available for both study and pleasure -Teacher reviews terminology of literature with expectation that most children will have understanding of basic terms when they enter high school -Through reading in all forms of literature, children begin to realize the breadth of cultural heritage available through written materials
-attempts writing in various literary forms	-Provide opportunities for creative writing without imposing adult standards

Specific expectations for study of each literary form to be studied follows.

*indicates items reserved for most capable students

Short Story

Eighth Grade

Student Expectancies	Teaching Strategies
Student:	
-recognizes literary terms in class and individual readings: plot, character, setting, conflict, climax, denouement, *theme, *irony, *symbolism, and *point of view	-guides study of characters in relation to plot, other characters, and environment - ability to change and how
*-develops awareness of the incorporation of Poe's standards (as found in his "Theory of Composition") in his works	-*differentiates (for the more capable student) between a story that is short and a short story
*-develops awareness of other author's application of Poe's standards	-guides individual readings
-differentiate between characteristic styles that reflect historical development	-filmstrip: "Development of the American Short." Correlate with American history being studied.
-analyzes one specific element in each of three short stories chosen from a list provided by the teacher	-suggested class readings: Connell - "The Most Dangerous Game" London - "To Build a Fire" Bierce - "An Occurrence at Owl-creek Bridge" Jackson - "The Lottery"
	Note: Any required analysis must be preceded by similar teacher-guided activity.

Those items marked by an asterisk are to be presented ONLY to more capable English students.

Novel

Eighth Grade

Student Expectancies	Teaching Strategies
Student:	
-distinguishes between the short story and the novel	-reviews basic elements of the short story, emphasizing plot, characterization, setting, and conflict. Explain the novel in terms of detail and expansion of the basic short story elements
-in discussion, demonstrates recognition of basic elements in a novel that has been studied by the class	-suggested novels to be studied as a class: Lee - *To Kill A Mockingbird* Steinbeck - *Of Mice and Men* Hemingway - *The Old Man and the Sea*
	-guides students considerably in recognizing basic plot structure, characterizations, settings, and conflicts
-presents an analysis of necessary elements in a novel of individual choice - from list provided	-suggests ways to present analysis, such as: standard book report oral report group activity (role playing or play form of major events) *critical review
-differentiates between novel and classic	-Novel - fictitious prose tale in which characters and actions professing to represent those in real life are portrayed in a plot Classic - the standard; the first class or rank, especially in literature and art; an outstanding example of its kind

Book Reports

(for teacher reference)

Eighth Grade

Follow the basic guidelines introduced at the seventh grade.

Variations of presentation could be offered:

1. Portray a character role in a monologue. Dress as the character.
2. Act out a scene from a story. Perhaps have a friend help act it out. Dress as the characters.
3. Plan an interview with the main character.
4. For biography, plan a "This is Your Life" show. Ask friends to help.
5. Put on a puppet show. Use socks for puppets, if nothing else.
6. Make a shadow box out of a shoe box, depicting the setting.
7. Draw a picture of the main character.
8. Draw a picture of the setting.
9. If the book involved a trip, draw a map and illustrate the route taken.
10. Make a time line indicating the events in the order they occurred.
11. Write a diary that would have been written by the main character.
12. Write a play from the story.
13. Do research on the author's life or the time of the story's events.
14. For non-fiction, draw diagrams and explain them. Show how to do something or put something together, etc., or do an experiment.

Suggestion: As specific units are being studied (drama, biography, autobiography, etc.), the book report could be used to correlate particulars.

For more capable eighth grade students - introduce book report as critical review, or an honest evaluation. See Critical Review on following pages.

Writing a Critical Review

An Honest Evaluation

(for teacher reference)

WHAT IS A CRITICAL REVIEW?

A critical review is a paper involving an opinion of, as well as some information about, a piece of writing, a play, etc. It is not just a summary of plot. It includes a statement of what the author has tried to do, it evaluates how well the person has succeeded, and it presents evidence to support this evaluation.

WHAT MUST THE REVIEWER KNOW?

The reviewer must know these things: the work to be reviewed and the requirements of the genre to which the work belongs. Knowing the work means a careful reading. The reviewer must attempt to understand what the author has had as a purpose and must try to understand how each part of the work was meant to contribute.

The reviewer should try to be fair to the author. This does not rule out the right of the reviewer to express his opinion of the worthwhileness of the author's intentions. But the main purpose of the reviewer is to evaluate the success or failure of the work judged by the seeming purpose of the author.

READING THE WORK

First of all, read carefully and thoroughly. Read to discover the significant features of the book, such as theme or purpose of the book, organizational style, particular good points and particular faults. From evaluation of all these things must come your final judgment of the success or failure of the work.

As you read, try to note particularly good passages or obvious strengths and weaknesses. Note passages to illustrate style, examples of the author's technique in particular aspects such as dialog or description. Note how such things as style or characterization support and develop the theme.

ABOUT THE AUTHOR

The reviewer should tell his reader something about the artist who created the work he is reviewing, if such information is available. "Something" does not mean a biography, but we are often helped to understand a work by knowing a few facts about the author, such as the period in which he lived or a particular political or social movement with which he was associated.

Such information may be only a sentence or two; in a longer review it may occupy a whole paragraph. The important thing is that the information must be relevant to the subject of the review, and that it must contribute to the main purpose of the review - to help the reader understand and evaluate the work under discussion.

AN OUTLINE

Try to arrange your material in some sort of order before you start to write. Decide what your thesis will be. This is the central theme or point around which all points should be made. Then decide in which order the various points should be treated. Keep in mind clarity and coherence. You do not have to prepare a formal outline, but do have some logic to your organization.

WRITING THE FIRST DRAFT

Keep your thesis and basic outline form in front of you. Remember that a critical review is a statement of opinion but must be the judgment of the writer after he has determined the author's purpose. You should state what you believe to be the author's purpose and how well you think he has achieved his purpose; then give evidence to support YOUR JUDGMENT. If in your opinion, the purpose is an unworthy one, you have the privilege of saying so; but in fairness, if the author succeeds in doing what he set out to do, you should say so.

There are several ways to begin. You may start by stating the thesis; by stating the author's purpose; by stating the problem treated by the book; by discussing the author; by classifying the work within the genre to which it belongs; by presenting a historical background for the work; by pointing out the significance of the work for some group. You may start by summarizing the content, but remember this does not mean a complete plot summary.

The opening should capture the reader's interest.

Work for smoothness and logical development. Be sure that the supporting evidence you give is clearly related to the point you are making.

The concluding paragraph may be a summing up or a restating of the thesis.

REVISING

Read your draft out loud. Correct errors -spelling, grammar, punctuation. Read through for unity and organization. Check through for what you wanted to say. Have you said it?

THE REVIEW ITSELF

In your review you should include author and title. The title is always underlined. Passages quoted from the work must be in quotation marks and the page quoted from should be indicated. Ideas borrowed from another writer, such as from the jacket of the book, must be acknowledged.

WHAT NOT TO DO

1. Do not write a review of a book you have not read.
2. Do not make your review only a summary of the work. A brief summary is good, but should never be the major portion of the review.
3. Do not write a character analysis or otherwise limit the review to only one aspect of the work.
4. Do not spend as much space on the biography of the author as upon the work. You are judging the work, not the man or his other works.
5. Do not allow prejudice to make you unfair. You may disagree with the author's viewpoint without disapproving of the work.

WHAT TO DO

REMEMBER THAT A GOOD REVIEW IS AN HONEST EVALUATION OF THE WORK!

THE NOVEL

Do tell the reader something about the story. Do tell about the characters, the author's technique in revealing them and their appeal to the reader. Are they realistic and is that important? Tell us the setting. Is it important? If the novel seems to be propaganda for some purpose, tell us that. Most novels do have a theme. Attempt to determine what the theme is, how valid or significant it is, and how well the author has developed and supported it.

THE BIOGRAPHY

A biography, in addition to reporting dates, events, names, and places, seeks to interpret its subject to the reader. You should attempt to determine what that interpretation is.

INFORMATIONAL PROSE (SCIENTIFIC, HISTORICAL, ETC.)

The purpose of informational prose is to give information. Therefore, you should consider how well qualified the author is on the subject, the date of the writing, and the restrictions or limitations of the work (in other words, what phase of the subject does it attempt to cover). Discuss how accurate and complete the work is and how effective it seems to be.

What Not To Do

In a Critical Review

(for teacher reference)

The Pearl

I have no name in the regions which I inhabit. And the shadows of the tree's were all over me. My friends why do they curse and hate me. But my wife a broken heart and sared son. I found a pearl, a large richeful pearl. So what can I do. I have visions for my son. Visions for the best in life which the pearl will bring. Filled with confusion everyone is but no more than you. Nothing is real, all is fake. In my mind the only thing is to sell the pearl for what it's worth. Memory of death, looking on yonder misty mountain top. The blood on cloth in which it is that of my son. Every thing in my head is pounding like a shelter's door in the wind. As a man in society of long ago money can change a persons mind. Force himself to be scared by anything coming into range of the ear. But the love for my son's future all in my mind. Through all effort's I've been change trying to justify the richness of the pearl. Deceiving the worth of it for another. She worries for me. Though she tries to help me it brings hate to me, not meaning too. She tries to understand the meaning of the pearl and the futrne it will bring. In need of joy and laughter the pearl will bring soon. I was alone until the pearl came, But before it, it was so peaceful. The friends were all my friends, friends in my heart. But now my friends of yesterday seem many miles off. That in spirt they are far more worthy of attention than for all pearl's in the sea. I may venture so far as to say that the pearl gives its holder a certain power in a certain quarter where such power is immensely valuable. But I who dares all things those unbecoming as well as those in the world. Mad indeed would I be expect it, in a case where my very senses reject their own evidence. My immediate purpose is to place before the world plainly, succinctly, and without comment, a series of more madden events. Yet I will not attempt to expound them. To me, the pearl has presented little but horror - to many friends it will seem less terrible than death. My hateted in heart was so conspicuous as to make me the jest of my death. No one but me truseingly consults and thoroughly questions his own soul. My God has made no man who at some period has not been tormented. I love, indeed, to regard the dark valleys and the gray rocks, and the waters that silently smile, and the forests that sigh in uneasy slumbers, and the proud watchful mountains that look down upon all. An vast tree's as high as it was short, massively dark against the sky., dominated the entire horizon. Trees were there, and flowers and green green grass in the sun.

This was written as a Book Review of Steinbeck's The Pearl.
It has been reproduced exactly as written.

Poetry

Eighth Grade

Student Expectancies	Teaching Strategies
Student:	
-recognizes the major classifications of poetry: narrative, review (of ballad), lyric, dramatic, *epic	-Filmstrips of several ballads: "Paul Revere's Ride," "Casey at the Bat," "Barbara Fritchie," *"Evangeline"
	-defines dramatic only for differentiation
	-places major emphasis on lyric; uses as a vehicle to show uses of figures of speech
-recognizes the figures of speech: simile, metaphor, personification, alliteration, onomatopoeia, *hyperbole	-uses available filmstrips as review when necessary
-recognizes language used (because of the formality) and rhyme scheme of a sonnet	-Filmstrip explaining sonnet. Use as building exposure experience for average child
-*studies ONE sonnet for essence of meaning	-*"How Do I Love Thee" as a suggestion
-works with rhythm, especially iambic	-introduces the four basic rhythmical patterns
	-uses Poe to emphasize iambic
-*identifies rhythm and meter, especially iambic pentameter	-*introduces meter as well as rhythm. Use Poe and blank verse to emphasize iambic pentameter
-recognizes free verse	-defines as expression of poetic thought in any desirable form other than those specifically defined

Poetry (cont'd)

-identifies imagery	-incorporates many examples, in both poetry AND prose -provides opportunities for children to compose descriptions using imagery
-studies the contributions to literature of one specific author	-suggestions: Whitman, Frost, or Sandburg

NOTE: The following constants should remain throughout the study of poetry:

Author's message
Author's mood
Author's use of poetic
  devices (How he puts
  his thoughts together)
The form used

Those items marked by an asterisk are to be presented ONLY to more capable English students

Drama

Eighth Grade

Student Expectancies	Teaching Strategies
Student:	
-*traces development of drama (history of); esp. modern advances	-*presents skeleton historical development, including television techniques -opportunity for incorporating note-taking techniques. See Information — Note-taking
-recognizes dramatic terms; difference between narrative and drama; tragedy and comedy	-see seventh grade — Drama -reviews in terms of historical development
-applies knowledge of techniques and terms to class-read play	-guides students in discussion, emphasizing four stages of drama, scenes, and acts
-*analyzes four stages of drama in a written review of individual selection	-suggested readings: "A Raisin In the Sun" "I Remember Mama" "Diary of Anne Frank"

Biography

Eighth Grade

Student Expectancies	Teaching Strategies
Student:	
-participates in discussion of a good biography	-use definition available in Projections in Literature's "Handbook of Literary Terms".
-reads examples of biographies	-suggest Harriet Tubman by Ann Petry from Projection in Literature and biographies available in media center
-*writes biographical sketch after doing necessary research	-*stress biographer's problems, necessary information, approaches, sources -*see Information section — Collecting and Communicating Information

Autobiography

Student Expectancies	Teaching Strategies
Student:	
-reads an autobiography	-suggest "The Kitten" by Richard Wright from Focus; "Hunger" by Richard Wright from Projection in Literature
-writes a short, structured autobiography	-writing should be preceded by discussion focused on introspective thinking: What makes me tick? Who am I? What do others think of me? What is my basic code of values? -use seven paragraph approach to writing autobiography (see teacher reference sheet following)

Autobiography Incorporating Types of Paragraphs

(for teacher reference)

Instruction in developing paragraphs should be given prior to the writing of the autobiography.

Include at least seven of the following types of paragraphs in writing an autobiography:

1. Paragraph of introduction followed by remainder of paper

2. Giving proof or stating reason

   Ex. "My parents did a good job of raising me ....
   (and tell why)

3. Comparison - likenesses of one thing to another

   Ex. compare sisters, teachers, aunts

4. Contrast - differences between two things, people, events

5. Combination of comparison and contrast

   Ex. two things, people, events are alike in certain ways but different in others

6. Definition - usually an abstraction defined

   Ex. Growing up is ....
   Being an 8th grader means ....

7. Description with detail

   Ex. Give size, shape, color in describing a bedroom, home, people, family pet, etc.

8. Important incident (short anecdote)

9. Illustration or example - state a topic sentence and back it up with an illustration or example

   Ex. "My parents never believed in spoiling me ....

10. Cause and effect

    Ex. "As a result of this behavior on my part I didn't get ....

11. Concluding paragraph

Additional suggestions for children:

Illustrate throughout

Use transitional words to go from idea to idea

Use a clincher sentence at the end of paragraphs

May use a segment of time rather than entire life

Handwriting

Eighth Grade

Student:

- retains skills in both manuscript and cursive
- Note to teachers: Be especially alert to policy pages

Spelling

Eighth Grade

Student Expectancies

Student:

- uses correct spelling in assignments and compositions with ease, using the dictionary for extraordinary words

Teaching Strategies

- gives basic spelling instruction to students who indicate they need specific help
- continues spelling instruction in relation to the expanding vocabulary and writing needs in all areas of the curriculum
- teaches the vocabulary, both meaning and spelling, specific to the content of his subject
- all content-area teachers are spelling teachers
- correction of papers for spelling errors — see Proofreading

Grade Level Designation for Grammar Instruction

Grade level responsibilities for introduction and for intensive instruction or emphasis are listed on the following pages. At this point there has been no attempt to suggest appropriate or effective teaching strategies for each of the skills. If, after using the adopted text, teachers feel that additional suggestions would be valuable, suggested strategies can be added.

As a rule there is a two-three year period between introduction and intensive instruction. The committee feels that this will allow a child to build an understanding before emphasis, drill, and expectation of mastery. Student accountability for proofreading should be limited to those skills in which he has had intensive instruction or which are being maintained after such instruction.

Grammar Instruction

Eighth Grade

Introduction	Emphasis or Intensive Instruction
Mechanics:	
Capitalization	
	-names of periods, events, and documents of historic importance
	-in a conversation
	-states and postal abbreviations of states
	-names of political parties
Comma	
	-in a direct quote
	-words in a series
	-introductory elements
Indenting	
	-paragraph
	-change of speaker
Period	
	-state abbreviations (old method)
	-written conversation
Quotation mark	
	-in conversation

Usage:	
Agreement	-agreement of subject-verb
Comparatives and superlatives	-correct use of comparatives and superlatives
Contractions	-your-you're; their-they're-there; its-it's
Determiners	-it's-its; their-they're-there; your-you're
Double negative	-awareness of misuse
Double subject	-agreement with verb
Verb usage	-began-begun; blew; brought; grew-grow; lie-lay; sit-set-sat
Word choice	-to-two-too; learn-teach; their-they're-there
Sentence Structure	
Direct and indirect object	-Basic Sentence Pattern 3 NP + (be + NP) -Basic Sentence Pattern 4 NP + (be + Adj.)

Sentence Structure (cont'd)

-Basic Sentence Pattern 5

NP + (be + Adv. p)

-Basic Sentence Pattern 6

NP + (LV + NP)

-Basic Sentence Pattern 7

NP + (LV + Adj.)

Transforms

-Adjective

Ninth Grade English Course Outline
Foundations to Literature

General Format for Foundations Course Outline Should Include:

A. Goals - The general outcome that we want for the course.

B. Student Expectancies - What we want students to know and be able to do as a result of being exposed to the ninth grade program.

C. Teacher Strategies - How teachers go about accomplishing student expectancies. Suggestions only!

GOALS - Library Activities - **follows Acquiring Information**

1. To make students aware of I.M.C. procedures through specific assignments.

2. To learn to use published materials as resources for individual expression.

3. To develop an appreciation of I.M.C. materials.

Student Expectancies

A student:

1. makes a bibliography including both periodicals and books.

2. gathers and organizes information for writing an informative paper.

3. learns to paraphrase published materials.

4. spends time in library for free choice to use library facilities for English purposes. (one hour (minimum) every two weeks)

Teacher Strategies

A teacher:

1. assigns (suggested) two library papers per quarter with bibliography. (250 - 300 words - minimum)

* 2. assigns students to select topic, arrive at opinion, and trace through a number of library resources resulting in a 300 word argumentation paper with a bibliography.

3. assigns precise writings on various contemporary editorials and reinforces through library assignments.

4. assigns free time in library for English.

GOALS - Speech - **follows Communicating Information - Oral Form**

1. To develop confidence and poise in front of classroom (group of peers).

2. To develop oral reading skills.

3. To develop the ability to contribute to structured group discussion.

Speech (continued)

Student Expectancies

A student:

1. participates in panel discussions, group presentations, and informal debates.
2. develops the ability to prepare a structured and coherent presentation.
3. develops an awareness of parliamentary procedure.
4. learns how to study and memorize personal expression.

Teacher Strategies

A teacher:

1. records or tapes classroom activities for students to review.
2. assigns (two of three) an oral book review, information or opinion presentation to the class from an outline using three different sources other than encyclopedia.
3. organizes class activity that would necessitate parliamentary procedure. Example: formal debate, mock trial.
4. assigns a short literary selection and a personal writing to memorize and present to the class.

GOALS - Vocabulary - **follows Critical Skills - Vocabulary Development,**
Literature - Vocabulary Development - Spelling

1. To develop a wider range of vocabulary usage through reading, writing, and speaking.
2. To increase student proficiency in spelling.

Student Expectancies

A student:

1. learns vocabulary by context usage, i.e., through reading, writing, and speaking.
2. demonstrates vocabulary and spelling proficiency through writing and speaking assignments.

Teacher Strategies

A teacher:

1. assigns sentences using vocabulary and workbook exercises to increase vocabulary.
2. gives tests and quizzes as a means to evaluate a student's progress in spelling vocabulary development.

9th Grade English Course Outline (continued)

GOALS - Grammar - **follows Grammar**

1. To help students better understand the various levels of the English language.
2. To help students more effectively use their own language.
3. To help students better understand the structure of the English language.
4. To help students understand the cultural implications of good usage.

Student Expectancies

A student:

1. understands the following functions of the noun:

   Subject
   Direct Object
   Predicate Nominative
   Object of Preposition
   Appositives

2. is able to identify subject-verb units or complete thoughts.
3. understands the functions of the eight parts of speech.
4. understands the use of phrases and clauses in writing sentences, such as verbal phrases, dependent clauses; is able to differentiate between the phrase and clause.
5. understands the use of punctuation and how it can help a student write more clearly.
6. studies word usage and English idioms in order to understand various levels of the language.
7. learns to correct the major structural writing problems, such as the fragment and misplaced modifiers.

Teacher Strategies

A teacher:

1. assigns writing and oral assignments, exercises, and student samples to stress effective use of the functions of the noun.
2. assigns appropriate exercises in text in order to practice subject-verb units and complete thoughts.
3. assigns appropriate exercises in order to exemplify the eight parts of speech.

Teacher Strategies - Grammar (continued)

4. assigns to students models and exercises that present various kinds of phrases and clauses.

5. assigns a descriptive paragraph to be marked by teacher and revised by student for punctuation.

6. assigns role playing to demonstrate various levels of cultural language.

7. assigns models and exercises that demonstrate structural weakness in composition.

GOALS - Writing - **follows Communicating Information - Written Form**
Grammar - Composition

1. To learn to express oneself effectively on a single subject.

2. To express one's opinion in writing and to support with valid evidence in a logical manner.

3. To appreciate the skill of written communication.

4. To learn from the writing of others, both experts and peers.

5. To allow students the freedom of written expressions in some assignments.

Student Expectancies

A student:

1. learns to write different kinds of paragraphs: informative, descriptive, argumentative.

2. writes a longer argumentative paper which includes an understanding of thesis statement and development of thesis in three paragraphs.

3. learns to evaluate and rank three slections from best to worst.

4. reads selections from literature and from peers and discusses strengths and weaknesses of reading assignments.

5. writes extemporaneously on high interest subjects.

Teacher Strategies

A teacher:

1. assigns students to read and discuss student samples of three kinds of each type of paragraph.

2. assigns a class debate as an introduction to an opinioned paper.

3. assigns students to revise and rate sample paragraphs.

4. assigns brief in-class compositions and reaction papers based on readings and discussions

9th Grade English Course Outline (continued)

GOALS - Literature - **follows Literature**

1. To encourage an interest and desire for reading literature.
2. To foster those skills necessary for reading.
3. To extend a student's horizons in reading of literature.
4. To help a student see the relationship between literature and life.

Student Expectancies

A student:

1. reviews breifly literary terms taught in grades seven and eight.
2. recognizes the authors' purposes in writing.
3. reacts to the authors' opinions in given selections.
4. compares ideas in different selections in order to formulate personal ideas.
5. experiments in writing the different genres.
6. reads various selections from the different genres.

Teacher Strategies

A teacher:

1. gives a literary terms review followed by a test.
2. has students compare (both in written and oral forms) two selections.
3. evaluates students' interpretations of literature through use of diagnostic tests and/or critical analyses.
4. assigns students to read four novels from suggested reading list.
5. assigns students to write one short story, various poems, and one play.
6. assigns selections from different genres.

Glossary

Accent:	the extra stress given to one or more syllables in words having more than one syllable.
Accent, primary:	the heaviest accent in a word that has two or more syllables.
Accent, secondary:	the next heaviest stress in a word.
Affective domain of literature:	describes a child's progression from enjoyment to appreciation. It implies that, as he gains understanding of the cognitive elements, he can appreciate as well as enjoy literature.
Affix:	any unit added to a base word.
Alliteration:	repeated consonant sounds occurring at the beginnings of words and within words as well.
Analogy:	compares one idea or situation with another by noting several points of similarity.
Analytic method:	the method of teaching reading in which the whole is first presented and then is broken down into its smaller elements.
Antonym:	a word of opposite meaning.
Assonance:	the repetition of the same vowel sound to give tone quality. Ex. "From the molten-golden notes."
Auditory association:	the ability to relate sound to a sound (phonemes). Pupils can associate with verbal opposites, sentence completion, or analogous verbal responses. Ex. wheel:wagon; hoof:horse
Auditory discrimination:	the ability of the learner to discern likenesses and differences between sounds.

Auditory sequential memory:
the ability to retain and recall general auditory information in correct sequence.

Auditory-visual association:
the ability to identify a sound with its corresponding symbol.

Ballad:
a narrative poem usually in stanzas of two or four lines and suitable for singing, especially one of unknown authorship handed down orally from generation to generation.

Blends:
two or more letters whose sounds flow into one another in speech, e.g., bl, cr, sm.

Characterization:
the method an author uses to acquaint the reader with his characters.

Classic:
the standard; the first class or rank, especially in literature and art; an outstanding example of its kind.

Climax:
a series of ideas or statements so arranged that they increase in force and power from the first to the last.

Cognitive elements of literature:
a term including plot-sequence, plot, characterization, setting, mood, literal meaning, point of view, theme, and author's purpose.

Colloquialism:
a pattern of speech or a phrase that has evolved from a particular area or culture.

Compound word:
a word made up of two or more simple words.

Connotation:
the ideas suggested by a word, not just the literal meaning of the word.

Consonants:
all the letters of the alphabet except a, e, i, o, u.

Consonant digraph:
a single consonant sound with a double spelling, e.g., ch, sh, wh.

Context clue:
the means by which a child supplies words in oral language, and determines word meaning or checks the proper decoding of a word in written language.

Contraction:
the shortening of a word, syllable, or word group by omitting a sound or letter(s), and replacing it with an apostrophe.

Critical reading:
the process of decoding the author's literal meaning, synthesizing and organizing the information, and finally judging its veracity or validity in order that the knowledge gained may be applied in other contexts.

Decoding skills:
those word-attack skills used to unlock new words.

Denotation:
literal meaning of a word.

Dictionary clue:
the use of phonetic spelling and diacritical markings to decode an unknown word.

Dialect:
the language of a region or cultural sub-group.

Dialogue:
conversation between characters in a short story, novel, play, poem, or work of nonfiction.

Diphthongs (vowel blends):
a double vowel sound with a double spelling, e.g., ou, oi.

Directionality, development of:
the ability to know right from left, up from down, forward from backward, and directional orientation.

Epic:
a long narrative poem in elevated style relating the deeds of a legendary or historical hero.

Etymology:
the study of the origins and history of words.

Fable:
an animal tale with a moral; a short tale in which animals appear as characters, talking and acting like human beings, though usually keeping their animal traits.

Figurative language:
any language which deviates from literal language so as to furnish novel effects or fresh insights into the subject being discussed. The most common figures of speech are simile, metaphor, personification, and hyperbole.

Flashback:
an interruption in the action of a story, play, or work of nonfiction to show an episode that happened at an earlier time.

Foot:
the unit of meter; a combination of syllables uttered by a single impulse of the voice.

Foreshadowing:
an author's use of hints or clues about events which will occur later in a narrative.

Free verse:
no regular rhythm and usually no rhyme; possesses lines of irregular length arranged in verse paragraphs rather than in stanzas.

Genre:
a distinctive type or category of literary composition.

Grammar:
strictly, the study of the phonology, inflections, and syntax of a language –

as commonly used, the part of language study that pertains to the different classes of words, their relations to one another, and their functions in sentences.

Grammar, formal:
logically organized principles and rules relating to the subject of grammar.

Grammar, functional:
those aspects of grammar which are actually helpful to the pupil in improving his speech and writing -

the designation of a method of learning correct usage in language through activity rather than through references to rules.

Grammar, traditional:
the formal grammar usually taught as a combination of definitions, classification of sentence elements, and adherence to grammatical rules as applied to usage.

Grammar, transformational:
study of language which identifies the structural relationships of sentences.

Grapheme:
(used in writing) - a letter or a combination of letters spelling a phoneme or a speech sound.

Historical fiction:
re-creation by an author of the life of an earlier time by adding imaginary touches based on factual material.

Homograph:
a word with the same spelling as another word but with a different meaning and origin.

Homonym:
a word with the same pronunciation as another but with different meaning, and usually spelling.

Hyperbole:
the use of exaggeration for humor or emphasis.

Ex. "Ichabod's arm dangled a mile out of his sleeves."

Idiom:
an expression having a special meaning not obtainable or clear from the usual meaning of the words in the expression.

Ex. "fly off the handle"

Imagery:
concrete details that appeal to the senses.

Inference:
a reasonable and intelligent conclusion drawn from hints provided by the author.

Inflectional ending:
a unit of meaning that may be added to a root word.

Irony:
the contrast between what is expected, or what appears to be, and what actually is.

Kinesthetic skills (Tactile);
the ability to identify and match objects by touching and feeling

Language arts:
the verbal skills used in communicating and expressing ideas -

a group of skill subjects, the chief purpose of which is to teach control and proficiency in the use of the English language; commonly included reading, language (oral and written), speech, spelling, and handwriting; includes the fields of radio, television, and motion pictures.

Language experience approach:

an integrated language arts program which builds upon the inter-relationship between and among reading and the related language arts of writing, speaking, and listening; use is made of individual and group compositions as reading materials in the language arts approach to the teaching of reading.

Legend:

a story told to explain how or why something happened or originated.

Linguistic analysis:

the identification and classification of the structural properties (semantic, phonetic, analogic) of a verbal or orthographic message.

Linguistic approach:

an approach to beginning reading instruction distinguished by the systematic control of the introduction of sound and letter relationships; use of a sight vocabulary and picture clues to meaning as in traditional basal reader approaches are not aspects of the most linguistically based programs for beginning reading.

Linguistics:

the study of the nature and use of language.

Literary material:

a broad term encompassing all forms of literature using all media.

Literature:

the body of writings in prose or verse.

Language Arts Guide definition - all media in narrative, story, or descriptive form experienced and expressed through all senses.

Lyric poetry:

the expression of the poet's own moods, reflections, experiences, or emotions in musical language.

Mechanics:

the written symbols that provide clarity for the reader that vocal inflections, intonations, and pauses provide for the listener.

Metaphor:

an implied comparison. It may apply the name of one subject to another which it resembles.

Ex. "The tumbleweeds are the lost children of the desert."

Meter:

the exact measurement of the units of accent in a line of poetry.

Metrical poetry:
possesses regular rhythm (and usually rhyme) and is arranged in stanzas.

Mood:
the author's use of words to create a feeling or emotion.

Morpheme:
minimal combinations or units of sound that possess semantic (dictionary) meaning.

Myth:
a story presented as having really happened in a previous age, explaining the cosmological and supernatural traditions or beliefs of people.

Narrative poetry:
tells a story in various forms, including the great epic and the ballad.

Novel:
fictitious prose tale in which characters and actions professing to represent those in real life are portrayed in a plot.

Onomatopoeia:
the adaptation of the sound of words to the sense or meaning conveyed by them.

Ex. "How they tinkle, tinkle, tinkle,
In the icy air of night!"

Oral language development:
the ability to understand words - the ability to express oneself verbally

Orthography:
spelling according to standard usage; the study of spelling.

Orthography, traditional:
the usual 26-letter alphabet as distinguished from modified alphabets.

Perception:
the unified awareness derived from sensory processes when a stimulus is present (an awareness through the senses).

Personification:
a form of metaphor in which a lifeless object, an animal, or an idea is given human qualities.

Ex. "Night's candles are burnt out, and jocund day
Stands tiptoe on the misty mountain top."

Phoneme:
a single significant speech sound; the smallest unit of sound that can make a difference in meaning but has no meaning in itself.

Phonetic analysis:
the process of associating letter sounds with their symbols and blending the sounds into syllables.

Plot:
the significant pattern of action in a short story, novel, or play, usually involving one or more conflicts.

Plural:
a word denoting more than one.

Poetry:
that form of literature that embodies and conveys imaginative thought.

Point of view:
in literature, the person's eyes through which we view the action.

Possessive:
a unit added at the end of a root word to denote ownership.

Prefix:
a unit added at the beginning of a root word.

Rhythm:
a series of stressed and unstressed sounds in a group of words.

Root word (base word):
a simple word that includes no additions.

Satire:
a literary work in which the author ridicules the vices or follies of mankind, usually for the purpose of producing some change in attitude or action.

Scansion:
the process of measuring units of accent.

Schwa:
the vowel sound heard in most unstressed English syllables.

Sentence structure:
the development of thoughts into organized word patterns.

Service words:
those words needed in order to be able to understand and follow directions.

Setting:

the time and place in which the events of a narrative occur.

Sight word:

a word which a child should know by sight, and not one on which he must use word attack skills;

a word which a child has decoded using word attack skills repeatedly until he has developed instant recognition.

Simile:

a comparison between two persons or things that are in most respects totally unlike. Like or as is used.

Ex. "The road was like a ribbon of moonlight."

Slang:

language which has a vocabulary composed typically of coinages, arbitrarily changed words, and extravagant, forced, or facetious figures of speech, frequently peculiar to a particular group, trade, or pursuit.

Sonnet:

a complete poem of fourteen lines (written in iambic pentameter) consisting of an octave (the first eight lines) and a sestet (the last six lines) and expressing a single idea or emotion.

Sound awareness:

the ability to receive and differentiate auditory stimuli.

Structural analysis:

the means by which a reader identifies units in words, including syllables, and sees relationships between root words and inflected or derived forms of these root words.

Suffix:

a unit added at the end of a root word.

Syllable:

a part of a word spoken as a unit, containing one vowel sound.

Symbolism:

the use of one thing to represent another.

Synonyms:

words which have the same or nearly the same meaning.

Syntax:

the area of grammatical study dealing with sentence structure and word relations as established by usage.

Synthetic method:
a method of teaching reading of progressively larger and more complex units beginning with the letters of the alphabet, followed by the syllables, then with monosyllabic words, to phrases and whole sentences.

Tall tale:
a type of American folk literature dealing with heroes with exaggerated characteristics and abilities, and each reflecting something of the age or area that produced him.

Theme:
the underlying meaning of a literary work; a general truth about life or mankind.

Transform:
a sentence that does not follow a Basic Sentence Pattern or a sentence in which addition of words changes the original meaning.

Usage:
concerned with the appropriateness of language (formal and informal) in context.

Visual association:
the ability to understand non-categorical relationships between pictures of objects or experiences presented visually - (ex. - pen goes with pencil, not with bucket)

Visual classification:
the ability to understand categorical relationships between objects or experiences presented visually - (ex. - airplane goes with car rather than with tree)

Visual discrimination:
the ability to visually differentiate the forms and symbols in one's environment.

Visual memory - Visual-motor memory:
the ability to recall and to reproduce prior visual and motor experiences.

Visual sequential memory:
the ability to recall in correct sequence and detail prior visual information.

Vowel digraph:
a single vowel sound with double spelling.